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**Stance, strategies, and agency: A collective case study of three secondary ELA teachers'
critical disciplinary literacy practices**

by

Wendy Barlow

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Major: Education

Program of Study Committee:
Jeanne Dyches, Co-major Professor
Anne Foegen, Co-major Professor
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Brandon Sams

The student author, whose presentation of the scholarship herein was approved by the program of study committee, is solely responsible for the content of this dissertation. The Graduate College will ensure this dissertation is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University

Ames, Iowa

2019

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DEDICATION

This dissertation is dedicated to my father, Dewain Anthony Sparrgrove, who instilled in me the confidence to stand by my principles with integrity and perseverance.

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ABSTRACT

During the past decade, literacy education has shifted from generalized reading strategies to instruction that pays particular attention to the ways in which members of disciplinary communities navigate and produce texts. While research around disciplinary literacy (DL) has increased within the past ten years, it is often isolated from critical literacy (CL) scholarship. Borrowing from Moje's (2015) 4Es teaching heuristic and Stevens and Beans' (2007) CL tenets, this collective case study examines how three secondary ELA teachers implement critical disciplinary literacies (CDL) (Dyches, 2018a; 2018b; 2018 under review). Data sources include lesson plans, observations, and interviews and coalesce in the telling of three dedicated ELA teachers; Ms. Dickens, a first-year teacher who uses her expertise in British literature to critically examine texts in her Western World Literature course; Ms. Austen, a second-year sixth-grade teacher who used explicit strategy instruction to support disciplinary literacies, and Ms. Shelley, a teacher with eleven years of experience who used CDL to connect with her students while preparing them for their advanced placement (AP) examination. For each case, data were deductively coded for 12 a priori codes of DL, CL, and CDL to determine how teachers' practices simultaneously infuse literacies that invite students to navigate and critique disciplinary knowledge. Data were then inductively coded to understand the factors that promoted and inhibited their CDL instruction. Findings reveal that these ELA teachers succeeded in incorporating some tenets but were challenged when the tenets required agency, like *traversing cycles of deconstruction and reconstruction* and *promoting social justice*. Implications include practical ways in which English Education and Literacy Education departments can support teachers in establishing a CDL stance, explicitly teaching CDL strategies, and promoting CDL-specific agency as members of a disciplinary community.

CHAPTER 1. INTRODUCTION

As researchers' understanding of literacy has evolved in recent years to consider the literacies performed in specific disciplines, conceptions of effective literacy instruction are changing. Traditional understandings of literacy consist of general skills aimed at listening, speaking, and comprehending texts (Draper, 2002; Lent, 2016). However, research shows that disciplines are unique bodies, complete with specialized discourses, practices, and norms (Gee, 1996; Moje, 2007; 2015; Moje & Hinchman; 2004). Disciplinary literacies (DL) honor content area experts who invite students to engage in the habits and work (Fang, 2014) and authentic questions (Lent, 2016; Moje, 2015) of disciplinary communities. For example, literary critics question the "truth" of a literary work (Scholes, 2011) and therefore as literary critics, teachers model for their students their methods for obtaining the "truth." These unique literacies are intended to prepare all students for literacies beyond their K-12 educational experience regardless of their academic track (Zygouris-Coe, 2012).

While DL focuses on navigating and evaluating disciplinary knowledge, critical literacies (CL) are an evaluative method of literacy instruction which strives to deconstruct dominant ideologies from perspectives such as feminism, critical race theory, critical linguistics, critical pedagogy, and New Literacies (Janks, 2013; Lankshear & Knobel, 2003; Stevens & Bean, 2007). CL seek to examine social and political contexts (Lankshear & McLaren, 1993, p. xvii) and offer a critical examination of systems of power in texts (Luke, 2018) realized through language. CL theory also asserts that language is powerful and ideologically and politically-laden (Freire, 1970) and because language embodies human choice, it becomes possible to choose differently and to effect change (Janks, 2013). Furthermore critical literacy enables the process of "naming and renaming the world-- seeing its patterns, designs and complexities and developing the

capacity to redesign and reshape it” (Luke 2014, p. 29). Whereas DL functions to produce authentic disciplinary experiences (Moje, 2015), CL functions to deconstruct them (Stevens & Bean, 2007).

Unfortunately, DL and CL are often discussed in isolation. This study builds on Dyches’ (2018a, 2018b) critical disciplinary literacies (CDL)--which “acknowledge the ways in which power structures and critical literacy applications must shape-shift based on the disciplinary particulars at hand” (2018a, p. 541). While DL practices often ignore a critical evaluation of where disciplinary knowledge comes from and who has access to it, CL studies often analyze texts but stop short of delineating the ways each discipline uniquely perpetuates the status quo (Dyches, 2018a). For example, Harste and Albers (2013) attempt to build their students’ critical literacies while reading advertisements but make no connection to disciplinary standards or knowledge. Conversely, Monte-Sano, de la Paz, and Felton (2014) build their students’ historical reading and writing abilities without attending to the ways in which historical knowledge is often guided by dominant ideologies. Therefore Dyches’ (2018a) study provided students the opportunity to attain disciplinary and critical knowledge simultaneously through students’ deconstruction of “traditional” literature included in the English canon. To better understand how teachers can provide students more opportunities for CDL work, this collective case study investigates secondary English Language Arts (ELA) teachers’ practices as they attempt to implement CDL.

Overview of the Study

Because secondary ELA teachers’ practices of CDL are dependent upon many factors, the following questions guide this study:

1. In what ways, if any, are secondary ELA teachers practicing disciplinary literacies (DL) in their classrooms?

2. In what ways, if any, are secondary ELA teachers practicing critical literacies (CL) in their classrooms?

3. In what ways, if any, are secondary ELA teachers practicing critical disciplinary literacies (CDL) in their classrooms?

4. What factors promote or inhibit ELA teachers' implementation of CDL?

I rely on the word “practice” to describe the observable ways teachers perform their literacy instruction. Instructional practice is often observed through lesson planning procedures (Rock & Wilson, 2005), teacher instruction (Stronge, Ward, & Grant, 2011), and teacher reflections (Zeichner, 2008). To answer these questions regarding teacher practices, this study relies on theories of DL, CL, and CDL.

Theoretical Framework

To support my research questions regarding teachers' practices of CDL, this study draws on theories of DL, CL, and CDL. I begin by describing how literacy instruction has evolved from fluency and comprehension to a critical examination of disciplinary knowledge and conclude with a description of specific characteristics of DL and CL according to Moje (2015), Stevens and Bean (2007), and Dyches and Boyd (2017). These literacy practices encourage students to evolve from “doing school” to becoming agents of social change (Dyches, 2018a: 2018b; Dyches & Boyd, 2017).

From Content Area Literacy to Disciplinary Literacy

Methods of effective literacy instruction in the content areas are currently under debate and incomplete (Collin, 2014, Dunkerly-Bean & Bean, 2016) as adolescent literacy scores have shown little improvement since researchers began attempting to solve this dilemma. Traditional literacy instruction was primarily used to teach phonics instruction to young children until content area literacy--general literacy instruction designed for students acquiring content

knowledge--was developed by Harold Herber (1970). It was then realized that students were struggling to read in their content area courses as adolescents and that secondary teachers were also responsible for teaching literacy in their content areas. In the late 1990s, “reading is thinking,” content area reading strategies, and vocabulary strategies generalizable to all disciplines and popularized by Harvey and Goudvis (2000), Billmeyer and Barton (1998), and Tovani (2000) were developed and became prevalent in professional development workshops throughout the 1990s and early 2000s. In conjunction with Shulman’s (1986) Pedagogical Content Knowledge (PCK)--the framework that suggests that in order to teach children effectively, a teacher must have knowledge of how to teach (pedagogy) as well as what to teach (content knowledge)--educators hoped content area literacy would be the key. Furthermore, PCK works to apply pedagogy to teach in a way that honors both the content and the students at hand. Unfortunately, content area teachers did not appreciate the generalized reading strategies, because they did not take into account their specific disciplines’ unique literacies (O’Brien, Stewart, & Moje, 1995). Therefore, Shanahan and Shanahan (2008) began investigating the discipline-specific ways in which to learn content through literacy.

What are Disciplines?

Disciplines are practices, codes, or rules used by specific people in order to do specific work (Moje, 2007) in order to maintain social order (Fischer, 2018). Additionally, disciplines are “cultures in which certain kinds of texts are read and written for certain purposes and thus require certain kinds of literacy practices” (O’Brien, Stewart, & Moje, 1995, p. 255). It is important to identify specific disciplinary practices because one cannot question, critique, or *deconstruct* that which one cannot define (Fischer, 2018). Therefore, disciplines are spaces in which students produce or construct knowledge rather than act as repositories of information (Foucault, 1979; Halliday & Martin, 1996; Luke, 2001). Implementation of disciplinary literacies

often asks students to read like a historian (Wineburg, S., Martin, D., & Monte-Sano, C., 2011), a scientist (Pearson, Moje, & Greenleaf, 2010), a literary critic (Foster, 2013), and a mathematician (Shanahan, Shanahan, & Misischia, 2011). For example, the disciplines encompassed in ELA would be analysis and composition of literature and other mediums including literary nonfiction (McComiskey, 2016; Scholes, 2011) and the members of these disciplines would traditionally be called writers and literary critics. To help guide teachers, Moje (2015) created a teaching heuristic for them to follow.

Disciplinary Literacies Practices: Moje's (2015) 4E's Teaching Heuristic

To understand the practices of DL, this study borrows from Moje's (2015) disciplinary literacies 4Es teaching heuristic. While most of the research on DL is theoretical, Moje offers specific practices teachers can use to invite their students into disciplinary communities. Moje's 4Es suggest that content area teachers engage students in disciplinary work, elicit/engineer strategies to help them acquire disciplinary knowledge, examine disciplinary discourses, and evaluate disciplinary knowledge. Teachers engage students when they invite students to answer authentic questions raised by the discipline. Then they teach students to elicit/engineer the strategies that members of disciplinary communities use to do their work. Teachers also encourage students to examine the discipline-specific language that helps students navigate the unique nature of discipline-specific texts arming them with the tools to evaluate disciplinary knowledge and the disciplines themselves. These practical strategies guide teachers as they perform disciplinary literacies within their classrooms and will be further discussed.

Engage

Moje's first E begins with teachers engaging students as members of their disciplines. Teachers can do this by engaging their students in the thoughts and habits of their disciplines, including "how members of disciplines use oral and written language" (p. 256). Membership into

disciplinary communities or “participation in communities of practice” (Draper, 2015) is the goal of DL, and each discipline has its own method for accomplishing its work beginning with a problem, working with data, consulting multiple texts, drawing conclusions, and evaluating and communicating claims (Moje, 2015). For example, an ELA teacher can engage his/her students by analyzing *Othello* as a literary critic—studying, evaluating, and interpreting literature— for the authentic purpose of writing a review, making a personal or textual comparison, or demonstrating scholarly knowledge (CCSS, 2010). Students engaged in literary criticism closely analyze language, literary devices, author’s intentions, historical context, and consider the writer’s intended audience (McComiskey, 2006). While students are engaged in this work, they are explicitly taught how to navigate disciplinary knowledge in Moje’s second tenet elicit/engineer.

Elicit/Engineer

Elicit/engineer refers to skills and strategies that students need to navigate disciplinary texts. Here, Moje (2015) makes room for generalized content area reading strategies but advocates for more discipline-specific strategies. Moje (2015) advocates for research-based content area reading strategies such as reciprocal teaching (Palincsar & Brown, 1984), KWL, and question the author (Fisher & Frey, 2016), but more discipline-specific strategies allow students to elicit/engineer disciplinary skills. For example, history teachers can explicitly teach students to develop empathy with actors of historical events to reconstruct the past (Moje, 2015), and math teachers can emphasize how letters and symbols vary depending upon purpose (Shanahan & Shanahan, 2008). Therefore, the teacher who has students analyze *Othello* to determine theme can instruct students on how to analyze the way a literary critique would--by determining how characters change throughout a text (specifically what they think, do, and say) and by determining what lessons the characters learn. To explicitly teach this strategy, the teacher may

model a three column chart where students record what characters think, do, and say as they read aloud a portion of the text. While teachers engage students by inviting them to do authentic disciplinary work, elicit/engineer requires them to explicitly model and teach the strategies that members of the community use.

Examine

Teachers can also engage students in disciplinary work by having them examine words, phrases, and symbols specific to the discourse of the disciplines. This work goes beyond traditional vocabulary instruction, to analyzing discourse practices of the disciplines. Moje (2015) draws on Gee's discourse theory, which "attends to the ways of knowing and producing and communicating knowledge" (Gee, 1996). For example, science teachers might instruct their students to understand chemistry symbols at the macro and micro levels (Shanahan & Shanahan, 2008; 2012), and social studies teachers might encourage students to analyze language that reveals an author's bias (Shanahan & Shanahan, 2008; 2012). Moje (2015) also mentions systemic functional linguistics (Halliday, 2004; Fang & Schleppegrell, 2010) a method of linguistic analysis not commonly practiced in the U.S. that helps students understand the unique ways language functions in various disciplines. In my previous example, after analyzing the narrative elements of Othello, students can dive deeper into an examination of the language including figurative language, examples of connotation and denotation, and language that affects tone and mood. Teachers can also provide students specific tools for inviting students into the discourse community of Shakespeare examining the language of the time. For example, right before Othello takes his life, he says "Set you down this, And say besides that in Aleppo once, Where a malignant and a turbaned Turk Beat a Venetian and traduced the state, I took by th' throat the circumcised dog And smote him thus" (V.ii.341-354). While reading, students could analyze the language Othello uses in each line to interpret his intentions which will guide them

as they next evaluate how effectively Shakespeare's use of language communicated Othello's strife.

Evaluate

The final aspect of disciplinary literacies invites students to critique and evaluate disciplinary discourses (Moje 2007, 2015). This work grants students agency to question whose interests might be served by socially-constructed disciplines (Moje, 2015). For example, students may be invited to evaluate knowledge when they critique disciplinary texts through discussions and debates, written arguments, and when they defend science experiments (Moje, 2015). After a thorough analysis of Othello, the teacher could then provide the opportunity to evaluate the literary merit of Shakespeare's play. This evaluation can be conducted in the context of its academic merit, but also its moral merit (Moje, 2007). When students are invited to evaluate the academic merit—the merit placed on literacy works which establishes their place in the canon—and the moral merit—the merit placed on literary works which considers them morally and ethically valuable—students are granted agency to accept or reject their curriculum. For example, students can question and evaluate why Othello is included in their ELA curriculum and how it relates to current events today. This evaluation can be produced in the form of a multi-genre project, traditional argumentative essay, debate, or blog post. Therefore, as students navigate their way through a particular discipline, eliciting/engineering strategies, examining the discourse, and evaluating its merit they take on the habits and work as members of the discipline.

CL Practices

Researchers have used various practical frameworks to guide teachers' practices in critical literacies (Freebody & Luke, 1990; Janks, 2013; Lewison, Leland, & Harste, 2008; Stevens & Bean, 2007). Freebody and Luke (1990) developed a model of critical literacies which develops readers who are code-breakers, text participants, text users, and text analysts. In this

framework, students learn how to access language systems they may not usually have access to, how to understand the text, how to use the text to benefit themselves and others and consider how the text positions them as readers. Another critical literacies framework comes from Lewison, Leland, and Harste (2008). Their four dimensions of critical literacies encourage students to disrupt the common place, consider multiple viewpoints, focus on the sociopolitical presence of texts, and take action to promote social justice. However, due to its practical nature, this study borrows from Stevens and Bean's (2007) framework that encompasses the following four tenets: all texts are representational, and that teachers work to create a democratic classroom, incorporate metalanguage analysis, and include cycles of deconstruction and reconstruction. My study also includes literacy to enact social justice (Dyches & Boyd, 2017; Lewison, Leland, & Harste, 2008), as these literacy practices are rooted in social justice pedagogy (Luke, 2018; Moje, 2007). These CL tenets are described below and used in my analysis of teachers' practices.

All texts are representational

Because literacies are constructed in social contexts, CL include a constant orientation toward texts as representational of political ideologies (Cervetti, Damico, & Pardeles, 2001; Janks, 2013; Stevens & Bean, 2007). While texts can be considered traditional print systems, they can also include all semiotic systems that require decoding and interpreting (van Lier, 2004). Additionally, texts are defined as the social practices (Luke, 2018) people use to understand concepts of texts, discourse, and genres within the disciplines. Because people are political and ideological beings, all texts are representational of these social constructions (Boyd, 2017; Janks, 2013; Stevens & Bean, 2007). Furthermore, texts are the windows through which students are invited to imagined worlds and sometimes become mirrors when that human experience reflects back (Sims Bishop, 1990). However, the human experience of our standard

curriculum is not always reflected back to students from minoritized populations. Understanding that all texts are representational of political and dominant ideologies, teachers can guide students in developing a critical stance toward texts by teaching them to question the voices behind texts, who is represented, who is not represented, and what positions they take (Stevens & Bean, 2007). Because teachers often have a role in choosing materials students read, their text selections must be intentional and difficult conversations should be confronted (Boyd, 2017). Teachers can demonstrate this tenet by adopting the stance that all texts and classroom practices are inherently ideological (Dyches & Boyd, 2017). To continue from the examples in the DL section of the ELA teacher who assigns *Othello*, in order to approach this text from a critical stance, the teacher can encourage students to read from a critical perspective by focusing on who is represented and what dominant ideologies are at play. Obviously, *Othello* is somewhat unique in that he is a Black protagonist at a time when most characters written by White, male authors who were also White and male. However, this ideological discussion cannot be ignored when texts are viewed as representational and classroom discussions are warranted.

Creating a democratic classroom environment

In CL, not only do teachers approach texts as representational, they also create a democratic environment in which rich discussion based on power, agency, rights, and harm can occur (Harper & Bean, 2006; Parker, 2003; Stevens & Bean, 2007). CL involves developing democratic citizens who can understand and critique policies (Harper & Bean, 2006). In these democratic environments, students discuss where they struggle with understanding multiple perspectives, which deepen their understanding of the text and themselves (Stevens & Bean, 2007). Creating a democratic environment while discussing *Othello* would involve the teacher addressing and exploring issues of race and inequity during discussions with students rather than avoiding them. The environment is one where the teacher uses multiple modes of expression that

consider the communication style of all students: debate, small group, whole class, Tweets, or anonymous blog posts, for example. Teachers also create a democratic environment by providing a safe space for students to honestly voice their struggles with social justice or share dissenting views without being persecuted. A teacher who creates a democratic classroom chooses to discuss difficult topics rather than skirting them to keep the peace (Plaut, 2007).

Metalanguage analysis

The third CL tenet is metalanguage analysis. Metalanguage analysis involves analyzing the ideological language choices authors use when producing texts (Stevens & Bean, 2007). Examples include analyzing textual features such as structure, tone, images, literary devices, and syntax, but also draws from linguistic analysis such as systemic functional linguistics (SFL) (c.f., Fang & Schleppegrell, 2008; 2010; Halliday, 2004), genre analysis (c.f., Martin & Rose, 2005; Schall-Leckrone, 2017), appraisal analysis (c.f., Abrami, et al., 2015; Martin & White, 2005), and critical discourse analysis (CDA) (c.f., Turhan & Okan, 2017; Fairclough, 1992). While both SFL and CDA can be used as research methods for analyzing discourse (Mohan & Slater, 2006), they can also be used as instructional methods to analyze more finite features of language like tone, semantic choices, and grammar (Fang & Schleppegrell, 2008; 2010; Stevens & Bean, 2007). Metalanguage analysis enhances students' abilities to talk about texts by giving them specific tools to understand the way language functions. For example, while teaching *Othello*, the teacher can have students use SFL techniques like analyzing nouns (participants) and verbs (processes) to determine which characters are acting agents and which are passive recipients of power. Metalanguage analysis teaches students that people use language in meaningful ways that reveal otherwise subtle intentions. In *Othello*, even though Desdemona speaks the truth, Iago uses language in a way much more persuasive to Othello. Students can examine Iago's use of

persuasive language in order to compare it to other's influential speech and to be aware of how language is manipulative.

Cycles of deconstruction and reconstruction

Stevens and Bean (2007) also suggest that CL instruction includes cycles of deconstruction and reconstruction. This tenet includes Lewison et al.'s (2008) CL principles in that teachers provide students opportunities to disrupt the commonplace and consider multiple viewpoints. Deconstructing texts goes beyond comprehension of the text, to analyzing the process of understanding who benefits from texts and who does not. Reconstruction involves a unique recreating of the text where students "might recast the text from a different perspective, find alternative texts that privilege different voices, or create their own texts" (p. 67). For example, Dyches Bissonnette and Glazier (2015) use "restorying" and "counterstorytelling" as ways for students to "subvert the White dominant narrative and provide a voice to groups from historically marginalized backgrounds" p. 685). Cycles of deconstruction and reconstruction empower students to not only interpret texts, but to change them so that they represent a socially-just perspective. Teachers encouraging reconstruction could then invite students to rewrite the ending of Othello or change the sex or gender of certain characters to reconstruct a different perspective. Students can then navigate "counterstorytelling" by rewriting a portion of the play. Reconstructing the text in this way grants students agency to not only construct knowledge but to change it.

Literacy to promote social justice

Literacy to promote social justice permeates and shapes all pedagogical practices (Dyches & Boyd, 2017). Students use literacy to promote social justice when they are invited to critique who has access to the knowledge of the disciplines opening possibilities for recognizing various types of knowledge (Dyches & Boyd, 2017). For example, teachers promote social

justice through self-reflection, realizing their capacity for personal agency, and understanding their capacity for agency (p. 8). However, Dyches and Boyd (2017) also emphasize agency and action explaining, “As citizens in a democracy, we have an obligation to ensure the safety and rights of one another.” Therefore, teachers who encourage literacy to promote social justice recognize their own agency in order to grant their students agency. For example, students should understand that the purpose of reading *Othello* is to promote social justice even if only broadening their cultural and literary perspectives. However, they can become active agents by presenting their evaluations or reconstructions to other students or the community to promote their socially-just perspective. An essential element of teaching disciplinary content in a socially just way involves a commitment to ‘seek out, assess, and incorporate social justice disciplinary content that is, instructional materials pertinent to the current events, theories, and perspectives that can also be treated as classroom subject matter’ (Dyches, 2017). Differing from the way social justice is discussed in DL (Moje, 2007) literacy to enact social justice means that teachers must provide students the opportunity to produce knowledge for the purpose of social justice.

Critical Disciplinary Literacies

Because disciplines are unique cultures (Dyches, 2018a; Moje, 2015), they reproduce manifestations of power, privilege, and oppression and therefore critical literacies can help to deconstruct how knowledge is constructed and produced within the disciplines (Dyches, 2018a; 2018b). Without critical literacies, teachers who engage their students in disciplinary communities run the risk of perpetuating the status quo (Moje, 2015; Moses & Cobb, 2001) rather than disrupting it (Dyches, 2018a; 2018b). Therefore, practicing critical literacies to deconstruct socially-constructed disciplines has led to the exploration of CDL. Rooted in critical curriculum theory (Mayes, 2013; Pinar, 2012), CDL explores literacies which include the critical evaluation of curricula. Curricula evaluation guides students, “to make sense of the ways in

which curricula acts as a social construct that privileges, marginalizes, and affirms various perspectives” (Dyches, 2018a; Pinar, 2012). To evaluate curricula, students need discipline-specific literacy skills that move beyond fluency and comprehension. For example, in Dyches’ (2018b) case study, World Literature students traverse a mini-lesson which examine injustices embedded within their predominantly White and male disciplinary curriculum. Students were introduced to the idea that their curricula is a politicized entity that privileges certain groups. Students then analyzed the language of the Common Core State Standards, specifically the list of suggested high-quality literary texts (p. 3). Finally, students analyzed and discussed their school’s secondary literature course requirements. This analysis prepared students to deconstruct the word colorblind before reading *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander (2010). Findings of the study show that due to the mini-lesson, students recognized that curricula are a political entity and began to reflect on their past experiences. By engaging in CDL, the students in the Dyches (2018a) study began to view literature as being chosen, not through merit or cultural representation, but through a highly politicized institution.

Summary of Chapter One

In this chapter, I have discussed the purpose and need for an examination of Critical Disciplinary Literacies, stated my research questions, and described my theoretical framework. Chapter two includes a systematic literature review where I use the DL and CL tenets to analyze ELA scholarship which allowed me to name three tenets of CDL. Chapter three describes the methods I used to investigate the CDL practices of the secondary ELA teachers that I chose for my study. Chapters four, five, and six describe the results and discussion of each case. Chapter seven includes the cross-case analysis of all three cases and concludes with implications for future research and practice.

CHAPTER 2. INVESTIGATING TEACHERS' PRACTICES OF DISCIPLINARY AND CRITICAL LITERACIES TO INFORM CRITICAL DISCIPLINARY LITERACIES PRACTICES: A REVIEW OF THE LITERATURE

In order to begin an investigation into teachers' critical disciplinary literacy practices, a review of the literature was warranted. In this review, I build on Dyches' (2018a) call to explore critical disciplinary literacies (CDL)--that is, literacy instruction which understands that disciplines, as containing unique ideologies, discourses, and social practices, must therefore be critically analyzed to deconstruct their manifestations of power--by examining how and in what ways teachers practice DL and CL in their secondary (6-12) classrooms. The research questions guiding this literature review are:

- 1) *How are secondary teachers practicing disciplinary literacies?*
- 2) *How are secondary teachers practicing critical literacies?*
- 3) *How are secondary teachers practicing critical disciplinary literacies?*

Methods

To determine how teachers are enacting DL and CL individually, I conducted two searches: one for evidence of DL and one for CL. I first used the search terms "content area literacy" as DL is sometimes referred (Howell, Dyches, & Barlow; under review) and "disciplinary literacy" to locate studies in which teachers perform DL. I did not choose to include "secondary" in my first search, because content area literacy and DL are inherently incorporated in secondary content area classrooms. However, for my second search, I used the terms "secondary critical literacy" to find articles specifically featuring secondary (grades 6-12) content area teachers' use of CL.

I narrowed my criteria to scholarly peer-reviewed academic articles spanning the years 2000 to 2018 to span a wide scope but still limited to this century. From the initial list of hits, I

began reading abstracts and portions of the articles to determine if they described some or all of secondary teachers' practices of DL based on Moje's 4Es and CL based on Steven's and Bean's (2007) characteristics. I excluded articles which focused on elementary, post-secondary, and preservice teacher education studies unless they depicted teachers' practices in secondary classrooms. Exclusionary criteria also included studies focusing on teachers' professional development or perceptions rather than their instruction, the implementation of a specific technology, description of a theoretical framework, opinion pieces or interviews, students' perceptions, introductions to issues or symposiums, and English-as-a-foreign-language studies.

Consistent with current research, most articles for both disciplinary and critical literacies were theoretical in nature. However, this study hopes to understand teachers' practical application of DL and CL, which includes the thinking, questioning, and modeling/demonstrating teachers use to help their students acquire disciplinary knowledge through texts. The initial search for DL articles yielded a total of 64 studies, and CL articles yielded 106.

Table 2.1 Description of database search for DL

Database	Search Terms	Hits
Education Full Text	"content area literacy" OR "disciplinary literacy"	234
ERIC	"content area literacy" OR "disciplinary literacy"	200
Academic Search Complete	"content area literacy" OR "disciplinary literacy"	169
ProQuest	"content area literacy" OR "disciplinary literacy"	207

Table 2.2 Description of database search for CL

Database	Search Terms	Hits
Education Full Text	secondary AND critical AND literacy	220
ERIC	secondary AND “critical literacy”	183
Academic Search Complete	secondary “critical literacy”	72
ProQuest	secondary “critical literacy”	172

Analysis

To analyze the articles, I used the DL and CL tenets as described in the theoretical framework. Using NVivo, I first deductively coded all DL studies--the articles that demonstrated teachers' DL practices--for the 4 E's of disciplinary literacies (engage, elicit/engineer, examine, evaluate), and the five tenets of critical literacy (all texts are representational, creating a democratic classroom, instruction includes metalanguage analysis, instruction includes cycles of deconstruction and reconstruction, and literacy to promote social justice) using the same a priori codes. Then I coded the CL set of articles in the same manner to establish if teachers exhibited tenets of both DL and CL. However, as I began coding the 170 articles, I realized that many of the studies still did not describe teachers' practices, and focused more on student perceptions, analysis of teacher discourse not pertaining to DL or CL, student discourse, and descriptions of disciplinary or critical projects completed by students rather than research studies depicting teacher performance. This narrowed my results significantly and resulted in 46 DL studies and 70 CL studies. The tenets for DL and CL were coded when teachers explicitly performed them--meaning they verbally discussed them or their actions depicted them. Once all 116 articles were

coded, I analyzed the data to ensure that no double coding occurred and that they were accurate representations of the tenets. I wanted to understand not only how teachers practiced the nine tenets, but how prevalently they occurred in the articles because it helped me understand possible strengths and weaknesses that might be remedied through critical disciplinary literacies. Therefore, my findings describe the prevalence and quality of teachers' performance of the DL and CL tenets.

Once all articles were coded for DL and CL, I performed a third layer of analysis. I determined which studies included at least one tenet of DL AND one tenet of CL, as I considered them possible candidates to describe and define what CDL practices look like. While CDL instruction may be more apparent if there are more than one overlapping DL and CL tenet, having at least one overlap gave me a starting point in discovering the various forms CDL takes. Because disciplinary literacies studies occurred post-2008 along with the implementation of the Common Core, I also narrowed the dates and only accepted articles ranging from 2008-2018. To determine CDL, 31 studies (27% of all articles) were chosen for further analysis.

I began the analysis of the 31 CDL articles by reviewing which of the nine tenets of DL and CL were present. This inductive analysis revealed three findings regarding teachers' critical disciplinary literacies: Therefore, my findings are threefold and include a description of teachers' practices of 1) disciplinary literacies, 2) critical literacies, and 3) critical disciplinary literacies.

Findings

Research Question 1: Secondary Teachers' Practice of Disciplinary Literacies

Forty-six articles described secondary teachers' practices of disciplinary literacies. Of these 46 articles, 41% were based in social studies, 33% in science, 22% in mathematics, and only 11% in English. Therefore, most examples occurred in social studies and science and because they were published only four years ago, evidence of the 4Es was somewhat lacking

amongst the studies included in this review. While teachers engaged students into disciplinary communities and provided strategies for eliciting/engineering disciplinary knowledge, examining disciplinary discourses and evaluating disciplinary knowledge was less prevalent. Following is a description of how teachers in the DL studies practiced Moje's 4Es in social studies, ELA, science, and math. The discussion and implications of these findings will be discussed after all 4Es have been described.

Tenet 1: Engage

Seventy percent of DL articles explicitly addressed how teachers engaged students as members of disciplinary communities. I coded this when teachers explicitly encouraged students to think or write like a historian, an author or literary critic, or a scientist (Collin & Reich, 2015; Girard & Harris, 2012; Monte-Sano & Harris, 2012), but also when having students develop the habits of mind of members of the disciplines (Fang, 2012). For example, social studies teachers accomplished this by preparing students to comprehend historical documents (Achugar and Carpenter, 2012), positioning themselves as authorities (Achugar & Carpenter, 2014), analyzing primary sources, and considering the source (Colwell & Reinking, 2016; Damico, Baildon, Exter, & Guo, 2009; de la Paz & Wissinger, 2015; Park, 2016). For example, De la Paz and Wissinger (2015) described a teacher who tasked students to take on the role of the historian and developed the question, "Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?" Then students engaged in authentic historical work by reading the assigned documents and developing an argument that considered both sides of the issue in a manner similar to a historian. By asking an authentic question of the discipline, students were able to decide how they would have voted, an activity they will practice in their future.

In ELA, teachers engaged students by asking them to think like a literary scholar, author, or journalist (Athanases & de Oliveira, 2014; Gabriel & Dostal, 2015) and to question literary

works like Harrison Bergeron (Sosa & Sullivan, 2013). Sosa and Sullivan (2013) described a teacher who engaged her students in the interpretative work of a literary critic. She built her lesson around the question, “Why does Harrison declare himself emperor and order everyone around once he has escaped from jail?” in order to arrive at literary understandings (Langer, 2010). Furthermore, students were also encouraged to use personal knowledge and context to think and communicate in a literary manner (Langer, 2010). Interpreting literature was also considered disciplinary work in Graham, Kerkhoff, and Spires (2017) study where teachers engaged students in considering the author’s choices and how they impacted the reader. Therefore, teachers chose texts that allowed students to do the authentic work in which literary critics engage.

Science teachers engaged students when they performed scientific practices such as explaining scientific reasoning and performing their own experiments as biologists, chemists, physicists, or engineers (Bussert-Webb, 2011; Lyon, 2016; Rappa & Tang, 2018; Wilder & Herro 2015; Wilson-Lopez, Strong, & Sias, 2017). For example, Strong and Sias (2017) used an inquiry approach to engage students by referring to students as chemists and allowing students’ questions to guide their learning. Students’ questions were prominently displayed on a poster in the classroom. Students then engaged in the work of scientists which involved recording observations, generating explanations, and debating their hypothesis and results.

Finally, in mathematics Doerr and Temple (2016) engaged students as members of the disciplines by having students write, revise, and edit mathematical explanations, definitions, justifications, and graphs. Brozo and Crain (2018) engaged students by creating discipline-specific writing activities that mimicked how experts in mathematics explain, justify, and solve problems. Additionally, Doerr and Temple (2016) described a teacher who used an inquiry

approach to mathematics similar to the previous studies wherein students created their own informational component based on their question and then worked to explain and justify their answers. Rather than pre-teaching the skills needed to answer their question, the teacher facilitated authentic mathematical problem-solving providing instruction where needed.

Tenet 2: Elicit/Engineer

Because Moje's (2015) 4Es contends that members of disciplinary communities use both content area literacy strategies and discipline-specific strategies to elicit/engineer disciplinary knowledge, findings revealed instances of both. Using both general and discipline-specific strategies was well represented (85%) in this review.

Using content area reading strategies

Social studies teachers taught a variety of content area reading strategies to help their students elicit/engineer historical knowledge. For example, Adams and Pegg (2012) described the use of content area reading strategies like the Frayer Model (Frayer, Frederick, & Klausmeier, 1969), Verbal Visual Word Association (VVWA) (Eeds & Cockrum, 1985), and anticipation guides to help students navigate historical knowledge. Achugar and Carpenter (2014) described a teacher who used highlighting texts as a way to emphasize certain words. Finally, Adams and Pegg (2012) explained that general reading and writing strategies were used to engage students in finding and recording information to reinforce ideas, rehearse procedures, and to memorize information.

While their representation is small, content area reading strategies in the English articles consisted of using questioning to help students interpret literature (Sosa & Sullivan, 2013) and Socratic seminar (Athanasios & de Oliveira, 2014). While Athanasios and de Oliveira's (2014) study focused more on using metalanguage analysis to acquire disciplinary knowledge, the teacher in this study also used general questioning strategies such as Socratic seminar and open-

ended questions which are common in all disciplines. Graham et al. (2017) also discussed how close reading is an important aspect of the ELA classroom along with annotation and using formulas for writing.

In science, teachers also explicitly taught content area reading strategies. For example, Lyon (2016) described a teacher who displayed an anticipatory question and created a graphic organizer to help students review terms from a film clip that her high school biology ELL students viewed. Graham et al. (2017) described science teachers who kept lab notebooks, used guided notes, and used strategies like skimming and summarizing to comprehend journal articles.

In mathematics, teachers used graphic organizers, self-questioning, questioning the author (QAR) (Raphael, 1986), comprehension monitoring, summarizing, Venn Diagrams, and Cornell notes (Alvermann, Friese, Beckmann, and Rezak, 2011; Brozo & Mayville, 2012; Colwell & Reinking, 2016; Fisher & Ivey, 2005). For instance, Colwell and Reinking (2016) described a teacher who used the content area reading strategy Question the Author (QtA) (Beck McKeown, & Kucan, 2002) which introduced students to the perspective that authors are fallible and may not always write in a way easy for students to comprehend. The teacher also used a note-making guide and discussion web to help her students organize and communicate their answers. While these strategies were effective in helping students comprehend disciplinary texts, they are general and can be applied to any discipline. Other DL studies described discipline-specific strategies to elicit/engineer knowledge in each discipline.

Using discipline-specific strategies

Discipline-specific strategies guide students in the discipline-specific strategies that members of disciplinary communities use to navigate texts (Shanahan & Shanahan, 2008). In the history studies, some teachers explicitly taught students how to source and contextualize primary sources, to construct an historical argument, and evaluate evidence of historical writing in the

manner of a historian (de La Paz, Felton, Monte-Sano, Croninger, Jackson, Deogracias, & Hoffman, 2014; de La Paz, Monte-Sano, Felton, Croninger, Jackson, Piantedosi, 2017).

Additionally, Girard and Harris (2012) studied a history teacher who used a graphic organizer called the Green Unit Sheet (GUS) that she developed to guide students as they collected textual evidence to support their argument regarding WWI. This teacher-constructed disciplinary tool helped students as they used their GUS to write an argumentative paper. De la Paz et al. (2017) used discipline-specific strategies of modeling historical ways of thinking making visible the reading and writing practices of historians. However, to support students' generic comprehension, researchers constructed IR, a strategy that guided students to "Identify the author's purpose" and "Read each paragraph and ask about the author's main idea" (De la Paz et al., 2017, p. 37). Finally, Duhaylongsod et al. (2015) explicitly taught students to write arguments, counterarguments, and rebuttals which are "particularly important in history, as students rarely use counterarguments spontaneously when arguing with historical evidence" (p. 598).

In science, Rappa and Tang (2018) described a teacher who used a discipline-specific method to construct scientific explanations called PRO (Tang, 2015). PRO requires students to describe the "premise, their reasoning, and the outcome" (Rapa & Tang, 2018, p. 2) of their argument. While the teacher in this study also used Socratic questioning and think-pair-share to gauge comprehension, PRO was a strategy specific to reasoning in science.

In mathematics, teachers used discipline-specific templates designed specifically to analyze story problems (Brozo & Crain, 2018) and brainstormed the materials scientists and mathematicians use (Jewett, 2013). Specifically, Brozo and Crain (2018) described a teacher who designed a template for students to use as a reflective tool and to provide her feedback. The

template guided students through the steps to solve a story problem. This discipline-specific writing approach particular to mathematical processes was modeled and practiced throughout the school year through think alouds by the teacher and students.

Tenet 3: Examine

Differing from the first two tenets, the DL studies were less likely to include an examination of disciplinary discourses (48%). Not to be confused with metalanguage analysis which is coded when language analysis is performed in order to reveal socio- and political ideological power struggles, examine was coded when these studies include instruction that helped students understand the vocabulary or academic language specific to the discipline. For example, in history, academic language can include making arguments, defending propositions, and synthesizing information (Duhaylongsod et al., 2015). For example, Collin and Reich (2015) described a teacher who provided students with an “Indian Removal Timeline” to immerse them in the language that will aid in their interpretation of primary documents.

In ELA, one teacher encouraged students to discover how authors manipulate language to invite students into imaginary worlds (Sosa & Sullivan, 2013). Sosa and Sullivan (2013), who explored the nature of disciplinary dialogue, described a teacher who explicitly modelled the questions members of his discipline ask in order to allow students to do the disciplinary work of interpreting literature and writing poetry. Therefore, students examined their use of irony and worked to recognize it in their peers’ poems.

Hayden and Eades-Baird (2016) conducted a case study of a science teacher with a background in language arts who decided to incorporate morphological instruction and lexical enhancement using Tier Analysis (Beck, McKeown, & Kucan, 2002). The Tier model (Beck et al., 2002) sorts words into three tiers: 1) high-frequency, well-known words, 2) words that are definable, interesting, and occur frequently across multiple contexts 3) obscure and discipline-

specific words. The teacher in this study explicitly taught students tier 2 and 3 words and implemented the disciplinary expertise needed to effectively teach the discipline-specific words of tier 3. Through this examination of words, students were able to meaningfully engage with the scientific knowledge being taught.

Finally, mathematics teachers encouraged students to document their thinking as they examined discipline-specific vocabulary and concepts (Brozo & Crain, 2018), put new words into context (Chandler-Olcott, Doerr, Hinchman, and Masingila, 2015), and analyzed mathematical sentences or text structure (Doerr & Temple, 2016). Brozo and Crain (2018) described a teacher who explicitly taught students to document their thinking using precise mathematical vocabulary by teaching academic vocabulary and concepts as well as the students' ability to speak in the language of mathematics. An explicit examination of language gave students the textual evidence they needed to take the next step in evaluating knowledge as discussed in the next section.

Tenet 4: Evaluate

Evaluating disciplinary knowledge was evident in 33% of the DL studies. While there was evidence that teachers encouraged evaluation of strategies or content, I only coded evaluation when it pertained explicitly to the way knowledge is produced within the discipline (Moje, 2015). For example, in history, teachers provided students the opportunity to evaluate how historical events were depicted and how a particular event came to be known as knowledge (Achugar & Carpenter, 2012, 2014). What's more, sourcing (Wineburg & Reisman, 2015) was also considered an evaluation because students decided whether an author produced reliable information as they produced knowledge (Achugar & Carpenter, 2014; Park, 2016). Evaluation also occurred when teachers encouraged students to make a claim, select relevant evidence, and construct a reasonable argument (Damico et al, 2009; De la Paz & Wissinger, 2015).

In the only example of evaluate in ELA, the teacher provided students the opportunity to evaluate literature not only by interpreting it but by learning how to discuss their interpretations (Sosa & Sullivan, 2013). By first examining the language of Harrison Bergeron, Romeo and Juliet, and each other's poems, students were given the opportunity to then assess the value of these texts.

While evaluation was more prevalent in social studies, fewer instances were found in science and mathematics. For example, one science teacher encouraged evaluation of the production of knowledge by providing opportunities for authentic experimentation (Bussert-Webb, 2011; Wilson-Lopez et al., 2017). Additionally, engineering students in Wilson-Lopez et al.'s (2017) study were encouraged to develop, test, and evaluate solutions to different problems that affect global production and distribution systems. They evaluated how engineers developed and designed products while aiming to mimic these engineering practices through their own work.

In mathematics, one teacher promoted evaluation by asking students to defend their choice of problem-solving method rather than simply teaching students one way to solve a problem (Brozo & Crain, 2018). In this way, rather than students receiving knowledge, they evaluated how that knowledge was produced. Another teacher also had students conduct experiments to create their own information rather than simply answer typical word problems (Doerr & Temple, 2016); this required students to explain and justify their answers as they produced new knowledge in their discipline. These examples describe opportunities for evaluation of knowledge that is usually reserved for members of disciplinary communities.

DL Discussion

Overall, the teachers within the DL studies overwhelmingly demonstrated Moje's Engage as teachers engaged their students as members of disciplinary communities. Teachers engaged

students particularly prevalently within social studies and science but lacked representation in ELA and mathematics. When present, teachers in these studies understood that engaging students in authentic disciplinary work means connecting students to the work of historians, writers, scientists, and mathematicians and that the strategies needed vary according to the discipline. However, because the representation of ELA and mathematics studies were limited, more research is warranted in how they engage their students into their disciplinary communities.

Analysis showed that when the teachers in these articles engaged their students into disciplinary communities, eliciting/engineering discipline-specific strategies that these members use came naturally. Therefore many science and social studies articles use adapted (Gillis, 2014) content area reading strategies that were more specific to their discipline. Moje (2015) accounts for content area literacy strategies within her 4Es while encouraging teachers to understand the specific strategies within their disciplines. Many studies also demonstrated discipline-specific strategies attending to the unique processes that disciplinary communities use to successfully navigate texts or perform disciplinary work (Hynd-Shanahan, 2013; Shanahan & Shanahan, 2008, Wineburg, Martin, & Monte-Sano, 2011). However, because of the lack of discipline-specific strategies in ELA and mathematics, more investigation into these communities will help practicing teachers as they help their students elicit/engineer knowledge.

While engage and elicit/engineer were well represented, studies were less likely to include examine and evaluation especially in ELA and mathematics. Concepts and content were often emphasized more than disciplinary language. Most studies seemed to define disciplinary literacies more similarly to Shanahan and Shanahan's (2008) model which grants students access to the skills and strategies members of disciplinary communities often employ, whereas Moje further emphasizes examining language in order to understand how disciplines vary. Language

analysis increases students' academic language and welcomes them into discourse communities (Gee, 1996). Examining language, then, gives students the tools to support their evaluation of disciplinary knowledge (p. 269). Analysis showed that within the studies represented in this review, lessons usually stopped short of teaching students the disciplinary discourses needed to evaluate and produce disciplinary texts (p. 267-268). While disciplinary teachers often provided vocabulary and word study activities, other discourse analysis techniques such as systemic functional linguistics (SFL) and critical discourse analysis (CDA), which are needed for critical analysis, were less explored.

Evaluating disciplinary knowledge is the least represented tenet of the 4Es model. Teachers rarely have students evaluate “why, when, and how disciplinary discourses are useful and why, when, and how they are not useful” (Moje, 2015, p. 268). Because these studies did not focus as much on examining language, disciplinary knowledge and texts were often navigated without an evaluation of their worth. Opportunity for critical literacies were encouraged within the 4Es as Moje explains that “examining disciplinary discourses also provides opportunities for students to raise questions about the social and cultural practices and values that shape how knowledge is made and communicated in a discipline” (p. 268). However, enforcing an apprenticeship model may emphasize a replication of disciplinary literacies rather than a critical deconstruction or reconstruction of the status quo (Dyches, 2018a). It is important to evaluate disciplinary knowledge “to provide students with opportunities to gain access to knowledge as well as opportunities to participate in the critique of new knowledge and disciplinary practices” (Fang & Schleppegrell, 2010, p. 588). While teachers in these studies gave students opportunities to evaluate disciplinary knowledge through discussion, debate, and written assignments, they often stopped short of evaluating where disciplinary knowledge comes from (Janks, 2013), how

it is constructed and produced (Moje, 2015), and who has access (Stevens & Bean, 2007). The studies that included evaluate tended to take on elements of critical literacies.

Research Question 2: Secondary Teachers' Practice of Critical Literacies

The second layer of analysis was conducted to determine how secondary teachers performed CL and to answer my second research question: How are teachers practicing critical literacies? Considering the CL tenets are from 2007 and 2015, there was a prevalence of some tenets such as all texts are representational, create a democratic environment, and cycles of deconstruction and reconstruction, and less representation of metalanguage analysis and literacy to enact social justice. In direct contrast to the DL studies, 49% occurred in ELA, followed by 21% that did not identify a discipline, 13% in non-core disciplines, 11% in social studies, 10% in mathematics, and 4% in science. Due to the lack of discipline-specific critical literacies, the following sections describe how teachers of all disciplines practiced CL rather than differentiating them by discipline.

Tenet 1: All texts are representational

I coded all texts are representational when teachers either communicated or treated texts as representational, which occurred in 60% of the CL studies. I coded examples where teachers used culturally-responsive supplementary texts (Behrman, 2006; Burke & Peterson, 2007; Butler, 2017; Dorman, 2012), and others who used their disciplinary course materials (Assaf & Delaney, 2013; Johnson & Ciancio, 2003). Rather than supplementing the curriculum, Dover's (2016) study showed an ELA teacher who had students analyze canonized works of literature (e.g. *The Crucible*) to address current cases of injustice. Dyches Bissonnette and Glazier (2016) also used Mary Shelley's *Frankenstein* to discuss who is included and excluded in society rather than finding a more culturally-responsive text. Many studies also followed teachers who used

creative writing and poetry as a form of textual representation and space where students could be represented (Lopez, 2011; Manning, 2016; McGregor, 2000).

In addition, CL stems from New Literacy studies that regard the multiple functions of literacies rather than the dominant literacies privileged in schools (Barton & Hamilton, 1998) and therefore, findings demonstrated instances where teachers invited students to analyze the representational nature of multimodal texts as well. Some of the teachers in these studies used discipline-specific digital media for students to analyze how people are represented (Alford & Kettle, 2017; Doerr-Stevens, 2016; Enright & O’Sullivan, 2013; Garcia, Mirra, Morrell, Martinez, & Scorza, 2015). Others used print media to analyze their representational nature (Lalik & Oliver, 2007; Lapayese, 2012; Norris, 2014). For example, Lalik and Oliver (2007) created an after-school program with four teenagers that explored their female body image. They analyzed magazines and other images in the media to discuss how female bodies are represented. In Simmon’s (2016) study, the teacher chose Harry Potter, Othello, and Obama’s speech in Cairo, Egypt which are all examples of using texts that “others” minoritized populations. These teachers recognized that texts are representational, chose them wisely, and prepared students to analyze the power structures within them.

Tenet 2: Create a democratic environment

Teachers explicitly created democratic environments in 66% of the studies. Findings showed examples of teachers who prompted discussions over difficult topics and who created environments where students felt safe to express their opinions (Stevens & Bean, 2007). For example, Godley and Minnici (2008) described a classroom where the teacher guided students to debate what “proper” English sounds like and participated in dialogue that supported dissenting viewpoints. The teacher in McGregor’s (2000) study invited students in the “Social Justice and Equity Group” to critique the social order of their school in order to create a democratic

community free of oppression. Their critical literacies were then used to produce a school-wide survey as a vehicle to “talk back” to the administration about unequal practices occurring in the school.

Teachers also created democratic learning environments by diminishing their role as the purveyor of knowledge and letting students discover on their own or with peers (Albers & Frederick, 2013; Dorman, 2012; Garcia et al., 2015; Johnson & Ciancio, 2003; Lalik & Oliver, 2007). For example, in Garcia et al. (2015) the shifting of the teacher-student relationship enabled students to present themselves as experts. Moreover, teachers who connected with and built rapport with their students also created a more democratic learning environment (Ashcraft, 2012; Johnson, 2011). The teacher in Ashcraft’s (2012) study modeled her struggles and strategies as she read texts, and Johnson (2011) described a teacher who used her body location and posture to communicate intimacy and equality as she worked with students. These methods created a participatory literacy community (Fisher, 2007) to collect and share their writing and ideas.

Tenet 3: Metalanguage analysis

Metalanguage analysis was coded when teachers employed language analysis in order to determine the power structures within the text, whereas Moje’s examine analyzes language for the purpose of acquiring disciplinary knowledge. While metalanguage analysis is a tenet of CL, it is present in only 23% of the studies. When metalanguage was present in these studies, teachers often began by teaching students metalanguage awareness (Dorman, 2012; Godley & Minnici, 2008). One teacher created this awareness by drawing students attention to the stigmatized Southern language Jem and Scout used in *To Kill a Mockingbird* (Godley & Minnici, 2008). Jackson (2011) described another teacher who raised awareness by introducing students to emotive language in advertisements. This awareness led to an understanding that

language is often used to manipulate and control those in minoritized groups (Stevens & Bean, 2007).

After raising awareness, teachers can then employ metalanguage analysis methods such as systemic functional linguistics (SFL) (Halliday, 2004) (e.g., Simmons, 2016) and critical discourse analysis (CDA) (Fairclough 1992) (e.g., Luna, Botelho, Fontaine, French, Iverson, & Matos, 2004). For example, Simmons (2016) followed a teacher who used SFL to analyze Harry Potter. In her classroom, students identified the pronouns used by characters, which enabled them to see how characters resist subjugation and value their native language. Finally, metalanguage analysis was also employed to provide English Language Learners (ELLs) language and content instruction simultaneously. For example, Alford and Kettle (2017) described teachers who used metalanguage analysis to analyze grammatical word classes, complex sentences, text encoding, and aesthetic rhetorical features while teaching students content. Finally, in Young (2007) metalanguage analysis guided students in their own writing as they demonstrated critical consciousness and understanding of the power of language surrounding issues of homo- and heterosexism. Without metalanguage analysis, it is difficult to examine texts as representational.

Tenet 4: Instruction includes cycles of deconstruction and reconstruction

Cycles of deconstruction and reconstruction were well represented in the CL articles (79%). Teachers who included cycles of deconstruction and reconstruction do so in various ways. For example, teachers involved students in rewriting narratives, restorying, or providing a counterstory (Ashcraft, 2012; Dover, 2016; Dyches Bissonnette & Glazier, 2016; Hayik, 2015). Teachers also engaged students in cycles of deconstruction and reconstruction when they asked students to describe language that unfairly depicts a group of people and reconstruct their perception (Balfour & Ralfe, 2006; Dorman, 2012; Norris, 2014). For example, Balfour and

Ralfe (2006) depicted a study in the rural, impoverished, sugar-growing area of KwaZulu-Natal, South Africa, where males and females still adhere to strict roles. Students were asked to brainstorm slang words for the opposite sex. Then students read a story about a woman being raped. They were asked to become resistant readers, meaning to reject the ideology depicted in the story. After this disturbing read, students then deconstructed the positive and negative connotations of their slang words and then reconstructed their thinking toward these words. By reconstructing their perspectives while reading, students were given agency to change their attitudes toward women.

Other examples of teachers who had students engage in cycles of deconstruction and reconstruction occurred in Leland, Ociepka, and Kuonen (2012) to determine who is privileged, who are marginalized, and how they are positioned in society. In this study, students were invited to create transmediation, originally developed by (Suhor, 1984), of different stances which means that they can take the meaning that is expressed symbolically in one sign system and move it to another to produce new ideas and understanding. For example, teachers can use a novel and the movie adapted from the novel to create new meaning about them both. In Leland, Ociepka, & Kuonen (2012), the teacher provided students opportunities to explore child labor laws through multiple mediums.

Finally, teachers encouraged deconstruction and reconstruction when they gave students the opportunity to reconstruct texts through role-playing, theater arts, and artistic mediums (i.e. Burke & Peterson, 2007; Lopez, 2011; Smith, 2010; Tanner, 2015). The teacher in Burke and Peterson's (2007) study encouraged students to role-play the tragedy of WWII to better understand individual struggle regarding the Holocaust. The use of role play encouraged students to test hypotheses and examine alternative points of view beyond their experience. By showing

students how authority is constructed in texts, teachers can encourage students to refute certain positions and reconstruct the text's authority (Locke & Cleary, 2011).

Tenet 5: Literacy to promote social justice

The fifth tenet of CL, literacy to promote social justice, is coded when teachers give students the opportunity to become agents of social justice (Dyches & Boyd, 2017). Thirty-nine percent of the CL studies included opportunities for students to either promote social justice within their own classrooms by asking students to consider their civic responsibilities through written responses and discussion (Albers & Frederick, 2013; Alford & Kettle, 2017; Brozo, Walter, & Placker, 2002) or by moving beyond the classroom to the community (Burke & Collier, 2017; Butler, 2017; Doerr-Stevens, 2016; Young, 2007). For example, students in the Brozo et al. (2002) study promoted social justice within the classroom by engaging in self-critique about violent male aggression and brainstorming ways to get more involved in local politics by electing police commissioners who do not tolerate racist actions. Albers and Frederick (2013) described a teacher who had students conduct research into gangs, create a multimodal poster, share their posters, and then engage in "challenging and difficult" conversations. And Alford and Kettle (2017) described a teacher who had students write a hortatory speech calling for people to come to action raising consciousness about oppression.

On the other hand, other studies promoted social justice outside of the classroom walls. Butler (2017) described a school's Capstone Day, which included information about human trafficking awareness in which students became directly involved in making their community more aware. The teacher in Doerr-Stevens's (2016) study guided her students' creation of a radio documentary that challenged the negative portrayal of their school. Their intent was to respond to negative media attention directed toward their school with a more positive focus. Another example occurred in Young (2007) as the teacher planned and held Solidarity Day where

students reflected on and resisted the institutionalized silence regarding heterosexism which deepened their awareness of language and social change. Finally, Burke and Collier (2017) described a teacher who explained that a social networking site for their ninth graders was used as a platform for one student to pose questions regarding appropriate uses of the word “gay.” This created an opportunity to dialogue, for students to consider the effects of their language, and a way for students to promote social justice. In these examples, students were not only learning about social justice; they were active agents in their quest for change.

CL Discussion

Critical literacies is a method of literacy instruction which examines the political and dominant ideologies presented in texts (Dyches, 2018a; Stevens & Bean, 2007). However, CL often occurs in ELA classrooms where the lines of disciplinarity are blurred rather than being rooted in authentic disciplinary work. When critical literacies are taught apart from disciplinary knowledge, instruction may seem like an add-on or optional, but when it is regarded as disciplinary work, secondary content area teachers may be more willing to shift their instruction and perceive their work through a critical lens.

Within the studies in this review, findings revealed that teachers enacting critical literacies clearly understood that all texts are representational (60%), that the classroom is a democratic environment (66%), and that their instruction should include cycles of deconstruction and reconstruction (79%). These are important tenets that demonstrate an understanding of CL theories and practices. However, the teachers in these studies often avoided rooting this instruction within traditional disciplinary work and lessons were additional to traditional coursework. However, if all texts are representational, then students’ curricular materials are also representational and in need of deconstruction and reconstruction (Stevens & Bean, 2007). Teachers do not have to abandon the traditional curriculum because it is not critical; rather

teachers should critically exam traditional texts and supplement them with texts representative of minoritized groups (Dyches Bissonnette & Glazier, 2016; Dyches, 2018a).

Within these studies, some tenets of CL are less represented including metalanguage analysis (23%) and literacy to promote social justice (39%). As previously discussed, a lack of language analysis may impede students' understanding of how authors use language to persuade the audience or reveal their biases (Fang & Schleppegrell, 2008; 2010; Stevens & Bean, 2007). Metalanguage analysis is often overlooked as a form of literacy instruction in the US. In contrast, many teachers in Australia, New Zealand, and Singapore have received extensive professional development in metalanguage analysis (Rose & Martin, 2012). Using metalanguage analysis like functional grammar is rarely the focus of our teachers. Instead, teachers turn their attention to the content of the texts (Schleppegrell, 2004). Furthermore, explicit instruction in language is also rarely used, which Christie (1985) considers the "hidden curriculum" of schooling. In this way, teachers in the US might benefit their students by inviting them to learn content and language simultaneously.

Finally, literacy to enact social justice is only represented in 39% of the CL studies. This may mean that teachers are more comfortable keeping their social justice literacies safe inside their classroom walls and less willing to encourage students to enact social justice outside of school. Traditionally, teachers have been offered limited opportunities to promote social justice (Chapman, Hobbel, & Alvarado, 2011). However, those who advocate for social justice are often involved in social change themselves (Cochran-Smith, 2008).

While disciplinary literacy theory claims to be a type of critical literacies due to Moje's call to evaluate the value of disciplinary knowledge (Moje, 2008; 2015), most of the teachers in these articles treated disciplinary knowledge as truth rather than as representational of systems of

power. However, in the next section, I will discuss the articles that did merge the characteristics of DL and CL to form the tenets of CDL.

Research Question 3: Secondary Teachers' Enactment of Critical Disciplinary Literacies

I conducted the third level of analysis to synthesize the studies that described tenets of both DL and critical CL. To begin, I identified studies between 2008-2018 that included at least one tenet of DL and one tenet of CL. Of the 116 DL and CL articles, 31 (27%) fell between the required dates and shared at least one tenet of each. I narrowed the dates for two reasons: 1) to create a more relevant scope and 2) because the term “disciplinary literacies” was coined in 2008 (Shanahan & Shanahan, 2008). Of the 31 articles, 26% (n=8) came from the DL articles and 74% (n=23) came from the CL. Because more studies came from CL which highly represented ELA, this new group consisted of 55% (n=17) ELA, 29% (n=9) social studies, 10% (n=3) interdisciplinary, and 6% (n=2) science. No math articles contained both disciplinary and critical characteristics. These 31 articles (see Appendix A) were analyzed to determine the ways in which teachers were able to practice disciplinary and critical literacies simultaneously. By inductively examining the ways in which the nine tenets from DL and CL were performed, three unique findings of CDL were revealed and will be described followed by a discussion of their significance and implications. All 31 articles describe instruction where teachers taught lessons that promote disciplinary knowledge and critical analysis simultaneously by:

- 1) Critically analyzing discipline-specific texts and knowledge,
- 2) Exploring critical disciplinary strategies to acquire and critique knowledge (including adapted content area literacy strategies and language analysis strategies), and
- 3) Encouraging the reconstruction of disciplinary knowledge through the production of authentic artifacts that promote social justice.

Figure 2-1 describes how each DL and CL tenet came together to create the CDL tenets. Each of the nine tenets are represented within the three CDL tenets and will be further discussed.

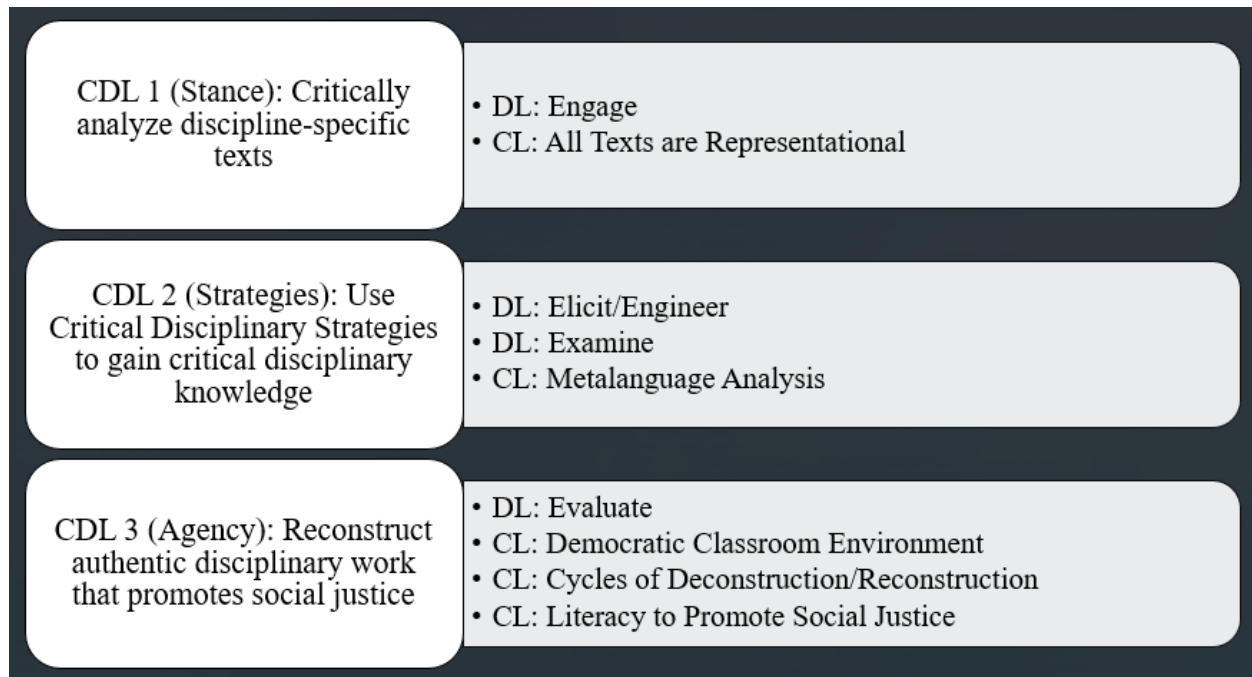


Figure 2.1 The synthesis of CDL

CDL One: Critically Analyzing Discipline-Specific Texts and Knowledge

The first common characteristic of the CDL articles was revealed in the teachers' stance toward texts. In these studies, teachers simultaneously engaged students in disciplinary texts with the understanding that they are representational of systems of power. Teachers manifested this characteristic by viewing their disciplinary curricular materials as representational rather than incorporating a "critical literacy unit" apart from their curriculum or by teaching disciplinary knowledge without critical analysis. In some cases, subject matter easily lent itself to critical analysis, because it was politically-charged and ideologically-laden (i.e. Achugar & Carpenter, 2012; Kesler et al., 216). For example, in history, teachers modeled how to critique websites for issues of authorship, design, and political agendas to construct disciplinary knowledge (Kesler et

al., 2016). In Achugar and Carpenter (2012), the teacher began her lesson by taking a critical orientation toward the Declaration of Independence by first exploring the authors' orientation to the events that were described. While these teachers viewed politically-charged subject matter as representational, teachers in the CDL studies also used a critical stance with seemingly tepid disciplinary texts.

In ELA, Dover (2016) describes teachers who engaged students in critical analysis of disciplinary texts by having students conduct inquiry projects about literary works such as *The Crucible*, contemporary examples of genocide, and speeches from famous activists. Students' critical stance toward *The Crucible* was used as a springboard to address local cases of injustice. While these curricular materials are regularly taught in schools, these authors described teachers who explicitly took toward traditional texts. Additionally, two teachers in Albers and Fredericks (2013) study videotaped students reading a range of poetry like Maya Angelou's (1978) "And Still I Rise." They also took photos of students participating in the immigrant walkout of 2006 and interviewed them about the significance of their actions. Finally, they engaged students in reflective talk about their social action and posted these discussions on YouTube to demonstrate their social action. Hayik (2015) also followed an ELA teacher who engaged students in unpacking the gender-biased messages embedded within a story students read and then engaged them in disciplinary work by writing a critique to the author. Finally, Locke and Cleary (2011) described a teacher whose students understood that social and historical contexts impacted Mary Shelley's *Frankenstein* and other texts and were therefore prepared to identify different viewpoints on critical issues.

In science, Nordheim et al. (2016) describe a teacher who had students read health claims in the media, as scientists might, by paying attention to the political agendas of the authors. They

recognized that students are inundated with false health claims and pseudoscience, which call for critical appraisal skills in order to protect their health. Even though teachers previously had limited experience critically appraising similar themes, they found that the added support to teachers' instruction helped develop theirs and their students' critical stance toward health. By using critical analysis with these discipline-specific health articles, students gained critical disciplinary knowledge.

These examples show how CDL instruction involves an understanding that the disciplinary texts we provide our students are representational and need to be critiqued as to their contribution to disciplinary knowledge.

CDL Two: Exploring Critical and Discipline-Specific Strategies to Acquire and Critique Knowledge

Another common characteristic of the CDL studies is that teachers provided their students with critical or discipline-specific strategies to acquire and critique knowledge. This characteristic is important because one criticism of advanced literacy skills is that they are too advanced for struggling readers (Faggella-Luby, Graner, Deshler, Drew, 2012). These strategies manifested in many ways. The teachers in the CDL studies either used content area literacy or discipline-specific strategies (52%) to help students elicit/engineer knowledge, examined language to analyze disciplinary knowledge (26%) or used metalanguage analysis to analyze the critical nature of texts (16%) to help their students acquire and critique the texts for systems of power. I coded them all as CDL 2 because the teachers in these studies considered them methods for increasing students' critical understanding of disciplinary texts.

For example, Wilson-Lopez, Strong, and Sias (2017) followed an engineering teacher who provided students content area reading strategies such as think-alouds, text annotation, and discussions to elicit/engineer knowledge engineering knowledge. However, they also employed

engineering-specific strategies such as defining the problem, developing, testing, and evaluating solutions with different populations of minoritized groups. They claimed that these strategies provided students structured practice in thinking like an engineer.

An example of a critical disciplinary strategy in ELA was found in Godley and Minnici's (2008) study which followed a teacher who created an English language variation unit to help students acknowledge the diversity of American dialects. This involved students analyzing language to critique the dominant ideologies through the use of American dialects such as African American Vernacular English (AAVE). Rather than teaching students "proper" grammar, the teacher in this study taught students discipline-specific language analysis strategies to help them simultaneously learn disciplinary and critical knowledge. In addition, Locke and Cleary (2011) described a teacher who used the critical disciplinary strategy of analyzing scientific language to understand how language affects the way they perceive scientific or technological intervention in their lives. Finally, Lopez (2011) described a teacher who had students analyze the language of poetry to gain access to critical and disciplinary knowledge.

Finally, some teachers provided their students with specific metalanguage analysis frameworks such as SFL (Halliday, 2004) to analyze and evaluate the critical nature of disciplinary texts. For example, Simmons (2016) described a teacher who had students choose a scholarly article addressing a critical issue in Harry Potter. Students then performed an SFL analysis of excerpts from the novel to assess how the language supported or disproved the opinion of the author of the scholarly article. This metalanguage analysis resulted in students identifying one of the character's use of the third person and how this represented his oppression. These strategies granted students access to critically examine how authors use language to produce disciplinary knowledge.

CDL Three: Reconstruct Authentic Disciplinary Work to Promote Social Justice

Finally, CDL studies reflect teachers who grant their students agency through reconstructing disciplinary knowledge through the production of authentic artifacts to promote social justice. While I understand social justice to be agentive and action-centered (Dyches & Boyd, 2017), I also coded examples of this finding if teachers demonstrated a reconstruction of texts to prepare students to become active social justice agents. Therefore, the examples of teachers who provided opportunities to reconstruct disciplinary knowledge through the production of authentic artifacts for social justice either occurred in classroom activities or move beyond the classroom into the school or community. For example, many ELA teachers used analyzing and writing poetry as a way for students to express their opinions regarding political and ideological injustices. For example, Albers and Frederick (2013) described a teacher who had students analyze poetry describing gangs through a critical lens. Students then created PSAs using iMovie to use their disciplinary knowledge, technological knowledge, and critical knowledge to the public as they post them on YouTube.

Other studies highlighted teachers who encouraged students to create authentic artifacts for socially-just purposes. For example, Doerr-Stevens (2016) followed a teacher who responded to negative media attention directed at her school by encouraging her students to work as journalists in creating a radio documentary as a rebuttal. This radio documentary was publicly aired and heard by members of the community. In this way, students worked to deconstruct the negative attitudes toward their school and reconstruct them as more positive. Also, Wilson-Lopez et al. (2017) described the facilitation of engineering students taking existing products and inventions and modifying them to benefit people in impoverished regions around the world. The teacher guided students in moving toward social justice by emphasizing the socially-just work engineers do in the field. These examples showed that teachers enacting CDL gave students the

opportunity to reconstruct and produce disciplinary knowledge through authentic products that promote social justice in and out of the classroom.

Exemplary studies

Two studies, in particular, demonstrated the highest number of DL and CL characteristics and therefore are most representative of CDL as defined by this review. First, Athanases and de Oliveira (2014) produced a study that contained all the elements of CDL instruction. They conducted a study which described an ELA teacher who engaged students in navigating the representational nature of *The Crucible* and *Kindred* by Octavia Butler and a history teacher who engaged students in understanding the effects of voter turn-out while critically examining race and diversity. Then both teachers explicitly taught students to examine academic language within their respective contexts. In order to gain disciplinary knowledge, they also employed skills and strategies such as sticky notes and graphic organizers, which promoted “thinking like a scholar.” Their “scholarly thinking” assumed that historians enacted “historical thinking and critical analysis of historical sources and artifacts” (p. 285) as students made claims and learned to support their argument. These teachers also used metalanguage analysis in analyzing the source of the disciplinary knowledge, authors’ bias, and who has access to disciplinary knowledge. Finally, both teachers demonstrated authentic work for the sake of social justice by empowering their students to deconstruct and reconstruct how they are represented in history.

Another exemplary teacher who simultaneously taught disciplinary knowledge and critical analysis is described in the work led by Achugar and Carpenter. They contend that “history includes both what happened as well as an explanation of what happened” (Carpenter, et al., 2015, p. 83). For example, they not only focused on acquiring historical knowledge while reading texts but asked “Who are the historical actors? and What interests and ideologies do they represent?” (Achugar & Carpenter, 2014). They used critical language awareness (CLA) (Clark,

Fairclough, Ivanic, Martin, & Jones, 1990), linguistic practices to understand the world, to understand how they shape social relationships of power. To support CLA, they also relied on a functional language approach to discover the curricular and ideational meanings in texts. They used functional language analysis to explore the power and the impact of language choices made by historians and authors, which in turn allowed readers to reconstruct events. However, the goal of their instruction was to interpret historical documents in the manner of a historian who considers her work as one needing critical analysis.

CDL Discussion

The CDL characteristics found in this review stem from exemplary studies that merge aspects of DL and CL. They achieved this by providing students the opportunity to approach texts from a critical disciplinary stance, teaching explicit critical and disciplinary strategies to acquire disciplinary and critical knowledge, and reconstructing authentic disciplinary artifacts to promote social justice. Teachers who performed CDL explicitly planned to critically analyze disciplinary texts in order to acquire disciplinary knowledge. Critical disciplinary knowledge was not the goal in the larger collection of articles chosen for this review. Typically, DL studies primarily focus on gaining disciplinary knowledge void of a critical perspective, and the CL studies critique the political and ideological nature of texts without making direct connections to disciplinary knowledge. However, the teachers in the CDL articles worked toward building disciplinary and critical knowledge simultaneously. Teaching critical perspectives in these studies did not occur instead of curricular demands, but rather while students were gaining knowledge. Once this expectation was met, instruction included explicit strategies for viewing and critiquing the knowledge gained from disciplinary texts.

Teachers in the CDL studies did not forego strategy instruction in order to teach advanced literacy skills as is sometimes feared (Faggella-Luby, & Welsh, 2017). In fact, they

taught a variety of strategies to help their students navigate disciplinary texts in a critical manner. Many of the student participants in these studies were from minoritized populations, were ELLs, were from low socio-economic groups, were new to the disciplinary discourse, and were often regarded as struggling readers. Regardless, it is important to the teachers and researchers that students were granted access to advanced literacy skills like DL and CL. To guide readers, the teachers in the CDL studies provided content area or discipline-specific strategies to comprehend disciplinary texts and often provided language analysis strategies to support their critical analysis. CDL ideally combines both types of strategies as students need both. Even though CDL may be considered an advanced method of literacy instruction that requires students to do the work of members of the disciplines (Moje, 2015), teachers in the CDL studies provided students strategies to navigate disciplinary texts from a critical perspective.

Finally, once teachers gave their students critical and discipline-specific strategies to critically analyze disciplinary texts, they granted students agency in reconstructing or producing authentic disciplinary artifacts to promote social justice. Many of the studies in this review demonstrated agency within and outside of the classroom. For example, studies had students reconstruct disciplinary texts to represent those oppressed by dominant ideologies, broadcast positive aspects of their school to their community over the radio, and produce and perform poetry that portrays social injustices. Differing from the DL and CL studies, whose teachers' goals centered on students producing disciplinary or critical knowledge in class, CDL teachers teach DL and CL so that their students become active agents in theirs and others' lives.

Even though these findings are well represented in the 31 CDL studies, 85 studies taught DL and CL as entirely separate methods. However, when DL stands alone, it may perpetuate the status quo and when CL stands alone, it may prohibit students from acquiring disciplinary

knowledge. Bringing DL and CL together ensures that students simultaneously hone their critical disciplinary skills.

Concluding the Literature Review

Critical literacies is sometimes opposed for a lack of intellectual or empirical authority (Gutierrez, 2014), and disciplinary literacies often neglect a critical perspective (Dyches, 2018a; 2018b). Therefore, regarding disciplinary texts as representational of political ideologies and then critiquing knowledge gained from them compensates for potential deficits in DL and CL. Some teachers in this review displayed a critical stance, but not toward disciplinary texts (e.g., Ashcraft, 2012), while other teachers used discipline-specific texts, but neglected to perceive the text as representational (e.g., Park, 2016). Critiquing disciplinary knowledge from a critical perspective is important because regarding disciplines as the property of academics and teachers privileges the knowing group over the unknowing group (Dyches, 2018a; Freire & Macedo, 1987). The CL and DL studies in this review primarily critiqued disciplinary texts by evaluating language, values and ideologies, and written work, but they often neglected to critique the very institution of the discipline in the manner of Dyches' (2018a) study. Therefore, more research is warranted to determine how teachers merge critical and disciplinary literacies to provide their students access to critical disciplinary communities.

The findings in this review show that not only are literacy strategies discipline-specific, but so are the ways that we critically examine them (Dyches, 2018a; 2018b; Jacobs, 2007). Discipline-specific critical literacies strategies that experts use to analyze disciplinary texts must be examined to further our understanding of strategies that move beyond generalized content area strategies. By giving secondary teachers the opportunity to wrestle with the ways in which critical disciplinary knowledge is accessible through literacy, we hope to gain a more nuanced and practical form of CDL. Understanding practical applications of how disciplinary knowledge

is “created, shared, and assessed, as well as an awareness of the nature of the conceptual ‘lenses’ employed by disciplinary experts” (Shanahan et al, 2011, p. 396) will guide future teachers in implementing successful CDL instruction.

Moreover, teachers cannot grant students access to the disciplines unless they prepare them to critically examine them (Moje, 2015). Many argue that language-based critical analysis leads not only to disciplinary learning but also to social justice (Lee & Spratley, 2010; Moje, 2007; 2015; Norris & Phillips, 2003) as it reveals the “hidden curriculum” in content area classrooms (Christie, 1985; Fang, 2012, p. 104). More research is needed in describing how teachers can grant their students access to disciplinary knowledge through examining literary devices, analyzing how language functions in digital spaces, studying the connotation and denotation of discipline-specific words, studying dialects and bridging students’ home and school discourses, and studying specific discourse analysis techniques such as systemic functional linguistics (Halliday, 2004) and critical discourse analysis (Fairclough, 1992). Because attention to language analysis may also improve students’ production of critical disciplinary artifacts, it is important to put language study at the forefront of literacy instruction. Meaning is construed through language (Halliday, 2004), which gives students power to critique the world around them (Foucault, 1979). “Without a citizenry taught the theories and methods of critique, we are in danger of eliminating the sort of questioning discourse that defines the democratic process” (Stevens & Bean, 2007, p. 42).

Finally, both DL and CL use social justice pedagogy to support their theories (e.g. Moje, 2007 and Dyches & Boyd, 2017, respectively). Therefore, an examination of the opportunities that teachers give students to produce socially-just disciplinary texts may give us insight into creating agentive students. While CL has often used critical analysis of texts inside classroom

walls, CDL could guide students to use literacy to enact social justice beyond the walls of the classroom (Boyd, 2017). It is important for students to understand the ways they can solve problems surrounding societal issues affecting access and equality as students are agentive beings who are capable of disrupting inequitable realities (Boyd, 2017; Dyches, 2018a).

Identifying teachers who encourage students and model CDL in their own fight for social justice is imperative in this work.

Summary of the Literature Review

While the field of literacy education has intensely explored theories of DL and CL (Fang & Coatoam, 2013), this review sought to investigate teachers' practices of DL, CL, and CDL. This work is situated in current research which advocates for the consolidation of content area and disciplinary literacies (Brozo, Moorman, Meyer, & Stewart, 2013; Dunkerly-Bean & Bean, 2016; Fang, 2012), but is unique in investigating the frameworks of DL and CL to provide students with curricular and critical knowledge simultaneously. These studies highlight teachers who plan to teach disciplinary and critical knowledge simultaneously by (1) critically analyzing discipline-specific texts and knowledge, (2) teaching critical disciplinary strategies to acquire knowledge, and (3) encouraging the reconstruction of authentic artifacts to promote social justice. "Acknowledging the unique critical disciplinary literacies...helps students (and teachers) recognize power and provides them with agentive tools to recognize, disrupt, and ultimately reconstruct new disciplinary realities" (Dyches, 2018b, p. 247). Because ELA was represented in only 11% of the DL studies, further research is warranted to understand the unique critical disciplinary literacies present within this discipline. Therefore, I have designed a qualitative collective case study that examines the practices of secondary ELA teachers as they attempt to incorporate CDL. In the next section, I describe the methods I used to conduct my study.

CHAPTER 3. INVESTIGATING SECONDARY ELA TEACHERS' PRACTICE OF CRITICAL DISCIPLINARY LITERACIES: METHODOLOGY

The purpose of this study is to unpack the complex CDL practices and perceptions of select secondary English Language Arts (ELA) teachers. I seek to answer the following research questions that drive this study:

1. How and in what ways are secondary ELA teachers practicing disciplinary literacies in their language arts classrooms?
2. How and in what ways are secondary ELA teachers practicing critical literacies in their language arts classrooms?
3. How and in what ways are secondary ELA teachers practicing critical disciplinary literacies in their language arts classrooms?
4. What factors promote or inhibit secondary ELA teachers' implementation of critical disciplinary literacies?

By answering these questions, this study contributes to the scholarship that advocates for the critical analysis of socially-constructed disciplinary knowledge.

Research Design

To address my research questions, I used qualitative methods, specifically a collective case study, to analyze three secondary ELA teachers' literacy practices--their observable instructional behaviors, of DL, CL, and CDL and the factors that promoted and/or inhibited their use. Qualitative methods aided my understanding of the phenomenon of CDL (Marshall & Rossman, 1995) from the participants' socially-constructed perspective (Merriam & Associates, 2002). In this way, I came to understand CDL as a unique situation studied in its unique setting (Patton, 1990)--secondary ELA classrooms. Therefore, this study privileges qualitative methods of using multiple data points, triangulation, member checking, and descriptive narrative (Tisdell

& Merriam, 2002; Yin, 2014) to paint a more comprehensive portrait of the ways in which ELA teachers conceptualized CDL instruction.

Case Study

Case studies explore a “bounded system” (Merriam, 2002) of a phenomenon or social unit (Yin, 2014). I chose to conduct a case study in order to investigate an under-researched phenomenon in a real-world setting that is too complex to capture using quantitative methods (Yin, 2014). The case study includes the process and product of inquiry (Stake, 2003). “It acts purposively, encounters obstacles, and often has a strong sense of self” (Stake, 2006, p. 3). Case studies allow researchers to experience the activity of the case in its specific context and situation (Stake, 2006). In this study, three secondary ELA teachers acted as individual cases in which I collected and analyzed data that richly described their CDL practices. Therefore, I had three single cases, “a specific, complex, functioning thing” (Merriam, 2002, p. 178) to analyze.

I specifically conducted a descriptive case study (Jackson, 2009; Zainal, 2007) in order to describe CDL practices as they occurred. Descriptive case studies allowed me to use the 12 a priori codes from chapters one and two to guide my analysis as they “must begin with a descriptive theory to support the description of the phenomenon” (Zainal, 2007, p. 3). The main advantage to a descriptive case study methodology is that the “detailed qualitative accounts often produced in case studies not only help to explore or describe the data in real-life environment, but also to explain the complexities of real-life situations which may not be captured through experimental or survey research” (Zainal, 2007, p. 4). Because literacy practices are too complex to capture through quantitative methods, this descriptive case study method allowed me to not only describe teachers’ instructional choices, but to analyze them in a systematic way.

Collective Case Study

Collective case studies (Stake, 2003), also known as multiple or comparative case studies (Stake, 2006, Yin, 2014), require extensive time resulting in a more robust study (Yin, 2014). I chose a collective case study to gain a more comprehensive view of my participants' literacy instruction at multiple stages of secondary schooling: middle school, high school, and advanced placement (AP) college prep. I was interested in how these three cases demonstrated CDL instruction individually, but I also wanted to analyze how their instructional choices promoted or inhibited CDL across cases (Yin, 2014). A collective case study also gave me the opportunity to study multiple cases in differing contexts with which to explore CDL, as it is a complex and advanced form of literacy instruction that varies according to the participants, their students, and other factors to be discussed. I chose a collective case study design as each case was chosen to provide similar and contrasting results (Yin, 2014). While each participant taught ELA, their courses and grade levels differed which allowed me to determine generalizable CDL practices in the realm of ELA, but also specific practices within each individual case. Therefore, a collective case study allowed for three distinct conceptions and one overarching synthesis of CDL.

Collective case studies strive to understand each individual case as part of one collection referred to as the quintain (Stake, 2006). Therefore, each individual case is of interest "because it belongs to a particular collection of cases" (Stake, 2006, p. 4). This means that while I took great care to describe each individual case, the purpose was to determine how they compare to one another in order to develop implications that are meaningful to teachers and teacher educators. The collective case study, then, required particular care in collecting and analyzing data to ensure the ability to see across cases.

While collective case studies are often difficult to generalize (Stake, 2006), the academic and social nature of CDL require an approach that affirms multiple perspectives of ELA teachers

at various stages of secondary education. By matching meaningful patterns of instructional behavior to the 12 a priori tenets within lesson plans, observations, and interviews, this study achieved a rich description of CDL. Iowa State University's Institutional Review Board (IRB) approved the study (see Appendix G). Further details of the methods follow.

Data Collection

Researchers conducting qualitative case studies often collect documents, interviews, observations, and artifacts (Yin, 2009) and these data sources were used in this study as well. In the following sections, I describe how I collected data used in my analysis over three phases (see Table 3.1).

Table 3.1 Description of data collection procedures

Procedures
Phase 1: Recruitment, September-December 2018
<ul style="list-style-type: none"> • Emailed stakeholders and nominated teachers • Conducted pre-selection interview and administered demographics survey (Appendix D) • Selected participants
Phase 2: Data Collection, December 2018-April 2019
<ul style="list-style-type: none"> • Observed participants' instruction weekly using observation protocol • Collected lesson plans • Audio recorded and transcribed post-observation interviews (Appendix D) • Began data analysis and frequently debriefed with participants
Phase 3: February 2019-April 2019
<ul style="list-style-type: none"> • Documented the co-construction of CDL lessons • Observed participants' enactment of CDL lessons • Audio recorded and transcribed interviews throughout and in conclusion of the CDL lessons (Appendix D)
Phase 4: Final Interview, April 2019
<ul style="list-style-type: none"> • Recorded and transcribed the final interview (Appendix D) • Completed data analysis

Phase One: Recruitment (September-December 2018)

I specifically focused on ELA teachers because it is my area of expertise. Having been an English and literacy teacher for 18 years at the middle school, high school, and collegiate level, I have the content and pedagogical knowledge with which to recognize critical disciplinary literacy instruction, to explore the depths of one discipline versus the breadth of multiple disciplines, and to discover how ELA teachers conceptualize their discipline. Furthermore, as indicated in the literature review, ELA is an understudied discipline in the DL literature (Rainey, 2017; Reynolds & Rush, 2017).

To recruit participants, I used purposeful sampling to find teachers who self-identified as understanding disciplinary and/or critical literacies and as willing to learn. This allowed me to test the findings from my literature review and better understand CDL instruction. I purposefully sampled secondary (grades 6-12) ELA teachers who taught a traditional ELA class like World Literature or Advanced Placement (AP) English because then the cases were similar enough for cross-case analysis. However, one participant taught a sixth-grade class where curricula traditionally center more on reading comprehension than canonical works. One potential participant taught a Women's Literature course but because it would naturally have more elements of CDL due to its content, I did not include it in my study. One purpose of CDL is to disrupt and critique the instruction of traditional curricula (Dyches, 2018a; Moje, 2015) so my participants needed to teach traditional courses.

I began recruiting participants by emailing (see Appendix C) local administrators requesting secondary ELA teachers' participation in exploring disciplinary and critical literacies. This email consisted of a short description of DL, CL, and CDL and the commitment needed to implement this instruction, the 12-week commitment necessary for my study, and that participants would be compensated with a \$50 gift card to a popular bookstore. I also spent

considerable time completing desired school districts' applications to conduct research. One of my participants was identified through these efforts. The English coordinator of a large school district in the Midwest read my application, contacted me directly, and then found a teacher interested in participating.

To identify two more participants, I then attended our state's version of the National Council of Teachers of English (NCTE) conference and found two possible participants who, during the introductory interview, showed that they were not comfortable deviating from their traditional ELA classrooms to "add" CDL-specific instruction due to "students' lack of basic skills" and "not enough time to fit everything in." Because of their reservations, they were not selected as participants.

I found my other two participants by sending an email to one of the English methods instructors at my university inquiring if she knew of recent graduates who are now teaching and may use disciplinary and critical literacies. She emailed me a list of eight possible students. I emailed the potential participants and their administrators (see Appendix D) providing a brief explanation of CDL, my research questions, and the methods for my study. Two teachers from this pool expressed interest in participating but before I could finalize participants, I determined their knowledge of CDL and willingness to commit to the expectations of this study through an introductory interview.

Introductory interview

After gathering three community nominations, I conducted an introductory interview (see Appendix D for all structured interview questions) to determine the successes and challenges of their literacy instruction, the literacy skills and strategies used in authentic English work, how they approach social issues like race and gender in their classroom, and their knowledge of their discipline. Even though they were unsure of exactly what CDL entailed, I chose Participant One

(Ms. Dickens) because she understood that literacy is successful when students can make connections between the content and their real lives, that literacy is more than just comprehending texts, her openness in having difficult conversations with her students, and how she already teaches her students the inherent bias found in all texts. Participant Two (Ms. Austen) was willing to explore critical issues with her sixth graders even though she doubted their maturity level, was interested in helping her students as they struggled to empathize with the characters or people they read about and encouraged discussions in which students may “respectfully” disagree with each other. Participant Three (Ms. Shelley) also demonstrated understanding of the premise of CDL by choosing texts which reflected the cultural and linguistic diversity of her students, “finding connections with literature and historical/social/cultural issues,” understanding of authentic disciplinary work, and her pride in her students’ ability to “have respectful, if passionate, conversations” over controversial issues. I also administered a short demographic survey that asked their race, gender orientation, years of teaching experience, and educational background which will be discussed in their respective cases.

Phase Two: Data Collection as Participant/Observer

Phase two consisted of weekly visits. These visits began by observing the participants’ literacy instruction with minimal guidance from me because my intention was to determine how they performed DL, CL, and CDL based on their prior experiences before we began co-constructing CDL-specific lessons. I used DeWalt and Dewalt’s (2011) participant observation methods in which the researcher lives in the context for an extended period of time, learns the local language, actively participates, uses everyday conversational language, uses informal observations, records observations, and uses both tacit and explicit information in analysis and writing. While my study did not involve cultural anthropology, modeling and teaching the

language of CDL was imperative for the participants to be able to talk about their instruction. Therefore, in this phase I often named their instruction as one of the 12 a priori codes during interviews and clarified the tenets of DL, CL, and CDL when participants were unsure. Using the same language enhanced the quality of the data and the quality of interpretation (DeWalt & DeWalt, 2011). Because CDL is a relatively new phenomenon, I wanted my participants to feel successful and supported them to the best of my ability. Initially, I intended to observe each participant's instruction for the first half (n=6 sessions) of the study to analyze their CDL instruction with minimal guidance. After six sessions, I planned to analyze the data so far to determine how each participant was demonstrating the 12 a priori codes of DL, CL, and CDL. In the second half of the study, I shared my initial analyses with the participants and worked more collaboratively making some suggestions and sharing their strengths. While Phase Two involved observing, collecting lesson plans, and conducting post-observation interviews to gather a deep understanding of their CDL practices, Phase Three involved more of my participation as we collaborated and co-taught. The data sources are discussed below.

Observation protocol

Observations play an important role in qualitative research (Merriam, 1998; Tesdell & Merriam, 2009). Therefore, I observed my participants' instruction for one 90-minute block once a week for 12 weeks for a total of 36 observations. Together the teachers and I determined which block worked best to be included in the study; reasons ranged from scheduling convenience, student behavior, and courses which more easily infused CDL. I used an observation protocol (see Appendix F) that allowed me to take notes describing the participants' DL, CL, and CDL instruction. The observation protocol allowed me to identify and describe literacy events within a single class period. I define literacy events as instances in which the teacher explicitly modeled or assigned texts which helped students learn disciplinary or critical content. For example, if a

teacher assigned Harrison Bergeron and asked students to identify the theme, I coded it as a literacy event because students were engaged in reading or writing. Examples of non-literacy events would be teachers' managerial processes such as taking attendance, grouping students, and making announcements along with communication that builds rapport but not necessarily disciplinary or critical skills; these were often not included in the observational notes. I kept observational notes to understand DL, CL, and CDL instruction, detect incongruencies with the lesson plans and interview responses, and to guide the post-observation interviews. While I noted the classroom environment in order to paint a picture of each participant's setting, it was not necessary in understanding their CDL instruction. I also did not note students' responses unless reiterated or discussed by my participants as I did not have IRB permission to use student data.

Lesson plans

Lesson plans served as documents, important in this qualitative case study, to corroborate and augment the evidence from classroom instruction and interviews (Yin, 2014). Initially, I planned to collect and analyze my participants' lesson plans for the lesson I observed (n=36). However, my participants' lesson plans were never constructed with the level of detail similar to the plans required from preservice teachers. Lesson plans came in all forms from verbal introductions prior to my observation to a calendar of the main objectives for the month. In this phase, the lesson plans were constructed by the participant only and gave me insight as to their intentionality even though the intent is not always included in lesson plan templates (see e.g. McTighe & Wiggins, 2004). Therefore, this study gleaned most of its data from the observations and interviews.

Semi-structured post-observation interviews

At the root of in-depth interviewing is an interest in understanding the lived experiences of other people and the meaning they make of that experience (Seidman, 2013). Therefore, to

fully understand what I was observing, it was necessary to learn how my participants interpreted their instruction. After each weekly observation, I conducted and audio-recorded semi-structured interviews with the participants using a digital recording device. Thirteen interviews per participant were conducted for a total of 39. Audio-recordings were transcribed so that I could analyze my participants' perspective verbatim. These four questions guided each interview, although clarifying questions were also asked (1) How did you use disciplinary literacies in your lesson? (2) How did you use critical literacies in your lesson? (3) How did disciplinary and critical literacies work together in your lesson? and (4) What factors promoted or inhibited your teaching of critical disciplinary literacies? While I conducted these interviews, the participants and I also engaged in dialogue regarding their instruction as they solidified their understanding of CDL. In these interviews, I also took diligent notes and memoed in my researcher's log, so that I could compare what they said to the transcriptions. The observation protocol, lesson plans, and interview transcripts used in phase two were used to gather an understanding of teachers' practices of their literacy instruction prior to working collaboratively with me in creating CDL-specific lessons.

Phase Three: Data Collection as Participant/Collaborator

Similar to Phase two, this phase also consisted of observing, analyzing lesson plans, and interviewing participants, but differed in the role I played as a collaborator. Then, in order to optimize the tenets of CDL, I collaborated with and co-constructed at least one lesson with each participant. While this was the pattern with Ms. Dickens and Ms. Austen, Ms. Shelley's students were beginning a unit on *The Kite Runner* so she asked me if I could co-construct and co-teach an introductory lesson at the beginning of my study. Therefore, I co-taught one lesson with Ms. Shelley at the beginning of the study and one in the second half of the study as well. Co-teaching a lesson with Ms. Shelley at the beginning of the study may have impacted her ease with

implementing CDL and is a future implication for the positive effect of modeling CDL.

However, because this collaboration did not occur with all three participants, results may have been affected. Furthermore, even though I co-taught one to two lessons with each participant, I still conducted a post-lesson interview. Therefore, these co-taught lessons were analyzed for my participants' understanding of how the lesson demonstrated DL, CL, and CDL, and the factors that promoted and inhibited the instruction. My role as a participant/observer pertaining to data analysis will be further discussed within that section. Therefore observations and interviews were more evaluative by the participant and me as together we determined how faithfully we implemented CDL. In these ways, I was able to model my participation as DeWalt and DeWalt (2011) suggest, living in the context, learning the language, actively participating, using informal and formal observations, and using tacit and explicit information to inform my analysis and writing. The interview protocol followed the same structure as Phase Two, but with more emphasis on the third and fourth research questions that centered around CDL, because by this point, participants' understanding of CDL as a combination of DL and CL was clearer.

Phase Four: Conclusion of the Study

To give my participants time to practice and reflect upon CDL on their own, a couple of weeks after the conclusion of the observations, I conducted a final interview (see Appendix D) which asked five additional questions (1) Have you continued to incorporate disciplinary literacies since the conclusion of my study? If so, how? (2) Have you continued to incorporate critical literacies since the conclusion of my study? If so, how? (3) Have you continued to use CDL since the conclusion of my study? If so, how? (4) If you still use DL, CL, or CDL, what factors continue to promote or inhibit your use of CDL? (5) Do you envision implementing CDL instruction in your future instruction? If so, how? My intent in interviewing post study was to see the extent to which teachers were impacted by their experiences with the study. Providing

teachers with the time to reflect provided reflective data necessary in social justice literacies (Dyches & Boyd, 2017).

Data Analysis

Case Study Analysis

Data analysis began during data collection in an iterative and recursive manner (Spradley, 1980; Srivastava & Hopwood, 2009) in order to find consistent relationships among patterns (Stake, 2006) and to communicate with my participants. I followed Yin's (2015) model for case study analysis which includes compiling, disassembling, reassembling, interpreting, and concluding data. I employed constant comparative analysis (Boeije, 2002; Kolb, 2012) of memos, lesson plans, observational notes, interviews and transcripts, and NVivo reports through numerous close reads and layers of coding. I first used deductive analysis in a similar manner with which I analyzed teacher performance in the literature review. Deductive analysis assisted in determining whether I needed to gather additional information (Creswell, 2014). I began by categorizing literacy events according to the 12 a priori codes. I used Moje's (2015) 4Es to code for DL, Steven's and Bean's (2007) and Dyches' and Boyd's (2017) tenets to code for CL, and the three tenets of CDL revealed in Chapter Two. These codes, as previously described, are listed in Appendix G as part of my observation protocol.

With the guidance of my major professor, Dr. Jeanne Dyches, expert in literacy and social justice and committee member Dr. Brandon Sams, expert in English Studies. I performed layers of deductive codes by reading each data set looking for one a priori tenet at a time to ensure a greater focus to each code and to avoid double-coding. Several times, I had interpreted data differently than Dr. Dyches and Dr. Sams due to their level of expertise. For example, I had initially coded Ms. Austen's instruction on analyzing bias as metalanguage analysis, but because Dr. Dyches recognized that her intent was for students to become critical consumers rather than

to analyze text to determine who has access to the valued political ideologies, I recoded her instruction as the DL tenet examine. Additionally, at one point in Ms. Dickens' data, Dr. Sams cautioned me to be very clear with how I define authentic ELA work. Because Ms. Dickens engaged her students in many disciplines, I had to return to her data and recode. I used NVivo and hand-coded to create a case study database (Yin, 2014).

I answered each research question in order beginning with the ways teachers practiced DL. For example, I began by reading first the observation notes, then lesson plans, and then interview transcripts and coded only for examples of engage. Then I went back and coded the data for examples of elicit/engineer. Again, I returned to the data looking for only examples of examine and then for evaluate. Once I coded all the data for research question one, I continued the same procedures for research questions two and three regarding teachers' practice of CL and CDL. Again, I started from the beginning of my data set and searched only for all texts are representational, then creating a democratic classroom environment, and so on. Finally, to code for research question three, I once again read all data coding for the CDL codes. Returning to the data multiple times and verifying my codes with experts in literacy research ensured that my deductive analysis was transparent and reliable. Furthermore, memoing, building reports, and creating models also helped to make sense of the data and ensured saturation (Charmaz, 2006).

By deductively coding the data for research questions one through three, I was able to record how many times each participant demonstrated each code--which codes were given attention and which were ignored. Deductive analysis also allowed me to record and describe what my participants' instruction looked like when they were performing these codes. Because I coded throughout data collection, I was also able to use this analysis when conferencing with my participants to member check and to provide examples of their strengths and areas needing more

attention. How well and how often my participants demonstrated the codes also informed factors that may have promoted or inhibited their instruction. A detailed example of how I coded each of the 12 codes is described in Table 3.2.

Table 3.2 Deductive coding process

Deductive Codes and Instructional Practices	Example	Reason
DL 1: Engage (teacher refers to the disciplines, refers to students as disciplinarians, students do work authentic work of the disciplines)	“Take on the role of a bard or scop, retell a section from an Anglo Saxon scop’s perspective, and then write a toast for a character in Beowulf.”	ELA disciplinary work includes writing from various perspectives in the manner of those who are members of disciplinary communities such as authors and poets (Moje, 2015).
DL 2: Elicit/Engineer (teacher provides content area reading strategies or discipline-specific strategies to guide students’ comprehension of texts)	“Students are going to play Pictionary with the lines of <i>The Wasteland</i> because it helps them visualize examples of imagery which are important to understanding this text. They are going to draw the lines and their classmates are going to guess which line they are drawing.”	Connecting graphic representations to literary analysis often aids students in visualizing important themes within fictional works (Fisher & Frey, 2016).
DL 3: Examine (teacher provides opportunity for disciplinary language analysis)	“To understand the text, we are going to unpack the word ‘assimilation.’”	By <i>examining</i> this word, students will have the discourse to understanding the themes in the novel better.
DL 4: Evaluate (teacher provides opportunity to critique and evaluate disciplinary knowledge)	“Why would the text be translated in ways that do not show these characteristics? Are there other texts that could have translations that change the meaning of the work? Try to find at least one that this might be possible for.”	Students are <i>evaluating</i> how translations of canonical texts may be biased and influence how readers understand disciplinary knowledge (Moje, 2015).

Table 3.2 Continued

Deductive Codes and Instructional Practices	Example	Reason
CL 1: Text as representational (teacher refers to texts as representational of political and dominant ideologies)	<p>“Students are going to be reading a poem by the first American Indian woman poet. I chose that text because she was a woman and minority.”</p> <p>“I mean like it's just a person in the Dover Thrift group who has chosen this translation. It's not the original script so I'm kind of understanding that there is bias with every translation” (regarding Beowulf).</p>	Sometimes texts were chosen because they represented minoritized groups and other times traditional texts were analyzed for their representation of dominant ideologies.
CL 2: Classroom is a democratic environment (teacher provides a classroom environment where difficult or controversial topics such as race and gender are discussed and opinions are respected)	<p>“Create a short (max 10 slide) presentation filling in the historical gaps of your topic for your classmates. Make sure to answer these questions and EXPLAIN them fully: Why would this group be overlooked in many writings/texts? Why is it important to recognize the diversity of perspectives involved in the war? How does this/should this change the class's understanding of the war? Does any information that you learned correlate with other historically significant events/places/people? After your presentation, you must be able to field questions from the audience about your topic.”</p>	Creating a democratic classroom included elements such as allowing student choice of topic and presentation, opportunities to communicate discussions around critical questions and issues, and a space for students to be comfortable expressing their opinion or fielding questions.
CL 3: Metalinguage analysis (teacher provides a structured analysis of how language depicts political and ideological meaning)	<p>“Throughout the novel you have been assigned to find 10 words from the text that are used to describe different characters. Why would a translation have chosen to explain this character in such a way? What sort of injustices does this bring up? Does gender affect how this character is described in the text?”</p>	Students engage in metalinguage analysis by analyzing how specific words in Beowulf are used to oppress certain characters (specifically the female character of Grendel's mother).
CL 4: Cycles of deconstruction/reconstruction (teacher provides the opportunity to deconstruct a text which problematizes specific social issues and the opportunity to reconstruct it)	<p>“Throughout the novel you have been assigned to find 10 words from the text that are used to describe different characters, and then change those 10 words to more suitable descriptions. Then choose one of the characters we did these with. Use your more suitable descriptions to write a summary of how that character should be portrayed.”</p>	Students are afforded the opportunity to reconstruct the Dover & Swift translation of Beowulf by writing a summary of a character using more “humanizing” language.

Table 3.2 Continued

Deductive Codes and Instructional Practices	Example	Reason
CL 5: Literacy to enact social justice (teacher ensures that critical analysis of text occurs to enact social justice)	“Your job is to create a short (10-15 sentences) letter to the editor of this Beowulf edition where you argue that the wording of that character should be changed. Your purpose is to persuade them, so make sure to use book evidence (at least 3 quotes) within the letter to do so. You must also offer a distinct other option to take the place of those words.”	Students are encouraged to take action in this assignment as they are writing a “theoretical” letter to the editors at Dover & Swift calling for change. Actually sending the letters would have been authentic action, but the assignment itself prepares students to think of themselves as active agents.
CDL 1: Critically analyzes discipline-specific texts (teacher discusses how discipline-specific texts and knowledge are representational and therefore need to be critically analyzed)	“Students split up into three groups with each group reading and analyzing their own article. One article https://www.history.com/topics/world-war-ii/american-response-to-the-holocaust focuses on America's lack of response to the Holocaust while it was taking place. Another article https://www.pbs.org/thewar/at_home_civil_rights_minorities.htm focuses on minorities in the United States during WW2. The final article https://encyclopedia.ushmm.org/content/en/article/persecution-of-roma-gypsies-in-prewar-germany-1933-1939 focuses on the persecution of the Roma Gypsies.	Students read three articles representative of minoritized groups persecuted during World War II. Besides learning about these groups, students also understand how texts have worked in the past to represent certain groups in WWII and silence others. CDL occurs when students critically analyze disciplinary texts.
CDL 2: Uses critical disciplinary strategies (teacher provides critical and discipline-specific strategies to guide students in navigating and comprehending discipline-specific texts)	“In a group of three chosen for you, read and analyze one of the articles listed below. Your analysis should be focused on the following things: Structure: What is the structure of the article? What makes it a journalistic piece? Point of view: Who is writing it? Why? Are they taking a position on this topic? Technique: What wording is being used? Do certain words evoke ideas, emotions, bias, etc.? Bias: What is the author's bias? (Recall that this can be outwardly stated or just an inherent bias as we all have.) Make sure to answer the analysis focus questions from above. You will be discussing this as a class.”	When teachers offer critical and discipline-specific strategies such as <i>critical questions</i> regarding structure, point of view, authors' purpose, and the author's bias, students are given the opportunity to simultaneously navigate the ideologies within the text while gaining disciplinary knowledge.

Table 3.2 Continued

Deductive Codes and Instructional Practices	Example	Reason
CDL 3: Reconstruct authentic artifacts to promote social justice (teacher provides students the opportunity to reconstruct disciplinary knowledge for the purpose of social justice)	Teacher guides students through an analysis of the ways in which the language of <i>Beowulf</i> unfairly represents women. Students then write and send a letter to the publisher advocating for a change in the translation.	The teacher understands that <i>Beowulf</i> is <i>representational</i> of dominant ideologies that oppress women. The teachers guides her students through the use of language analysis strategies that give them textual evidence with which to practice agency--the writing and sending of a letter to the publishing company.

Deductive coding proved difficult and labor-intensive especially because the CDL codes comprised the first nine DL and CL codes. However, I remedied this by using individual lessons as data points rather than accounting for the frequency of codes within each lesson. Therefore, within each lesson I was able to take careful note of when engage and texts as representational came together to create CDL 1, when elicit/engineer, examine, creating a democratic classroom, and metalanguage analysis created CDL 2, and when evaluate, cycles of deconstruction and reconstruction, and literacy to promote social justice created CDL 3. Therefore, while there is overlap, it is intentional and did not involve double coding. Once data were deductively analyzed, I turned to inductive analysis to answer research question four.

Inductive Analysis

To understand factors apart from the a priori codes that promoted or inhibited CDL instruction for each individual case in my study, I used inductive analysis in a second layer of coding as qualitative inquiry interweaves deductive and inductive thinking (Rossman & Rallis, 2012). Inductive analysis is commonly used in case studies to build patterns, categories, and

themes by organizing the data in increasingly more abstract units (Creswell, 2014) and when existing theory is unavailable (Rossman & Rallis, 2012; Yin, 2014). Because existing theory of the factors that promote and inhibit CDL instruction are unavailable, I used line-by-line open coding (Glaser, 1978; Strauss & Corbin, 1990) to determine emerging codes (Creswell, 2009) when interesting or unexpected literacy events occurred that could not be described by the 12 a priori codes. This allowed me to construct grounded theory (Charmaz, 2006) describing why secondary ELA teachers experienced successes and challenges when implementing CDL. My major professor and I discussed the emerging or initial codes and worked to collapse them into more focused codes (Charmaz, 2006) that moved the emerging codes into themes. Focused codes then led to substantive codes--codes that move from open to theoretical (Walsh, Holton, & Bailyn, 2007) in order to establish grounded theory within each individual case. Theoretical codes denote a relationship between focused or substantive codes that provide the best fit for the data (Glaser, 1978; Charmaz, 2006). To reduce the likelihood of misinterpretation, Yin (2014) suggests redundancy of data--repeated exposure to the literacy events through lesson plan analysis, observations, interviews, transcripts, and coding data, also known as triangulation. Once I created the theoretical codes, I shared these with other members of the committee to form a consensus on what the data revealed. Once the deductive and inductive coding was conducted, the data analysis for each case was complete.

Cross Case Analysis

Thus far, my analysis was specific to each individual but because this study explored multiple cases, I also used cross-case analysis, which meant depicting each case individually and then generalizing findings that applied to all cases (Stake, 2006; Yin, 2014). For the purposes of this study, I used theory to support the single-case study as each participant was his/her individual case, but in using cross case analysis I attempted to generalize CDL in the secondary

ELA classroom. While science is a search for generalizable knowledge, Stake (2006) explains that teaching is a professional service that aims to help teachers function better (p. 24).

Therefore, I used Stake's (2006) recommendations for using layers of coding in developing the "quintain"--a constant comparative method that searches for the focused and substantive codes from the individual cases. This method allowed me to analyze each case as a unique event and also as part of a collective phenomenon or quintain. This quintain may provide teachers, who face many internal and external factors, general lessons (Creswell, 2012) regarding future CDL instruction.

Once I had a data set for how each individual teacher practiced DL, CL, and CDL, I compared the results. Therefore, I did not return to the data, but instead analyzed all the codes I had collected to answer research questions one through four. Cross case analysis gave me a grander depiction of my participants' practices, but also indicated factors that impeded or promoted CDL instruction as indicated in research question four. For example, if all participants struggled to create a democratic classroom then this was also a factor for why CDL was challenging to incorporate in a traditional classroom. Subsequently, factors unrelated to the 12 a priori codes that I have analyzed for research question four were also analyzed across cases. Searching for the quintain helped me focus on the factors that all participants experienced rather than describing all the factors of each individual experience (Stake, 2006) and led to a grounded theory of CDL practices.

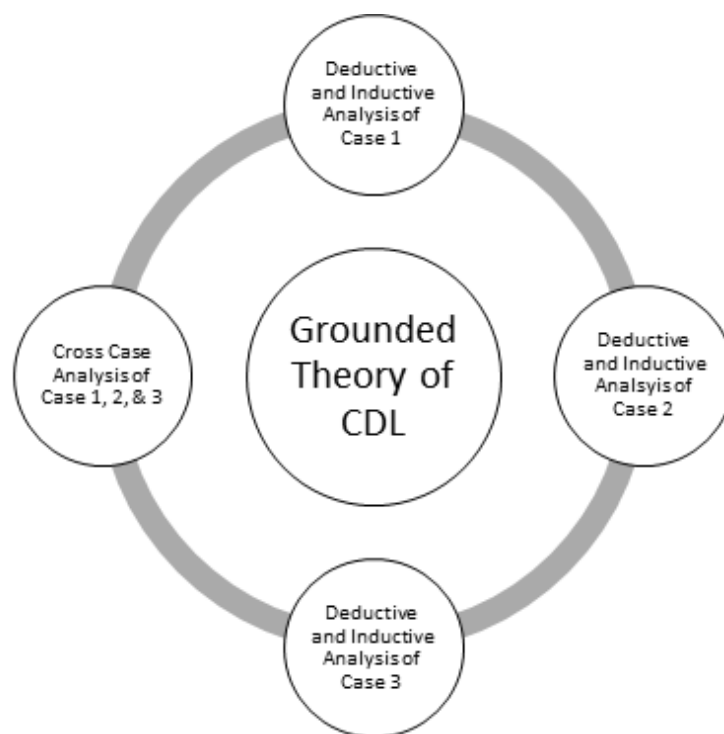


Figure 3.1 The construction of CDL grounded theory

Through deductive and inductive analysis of each case and across cases, this collective case study determined a grounded theory of what instructional practices encompass CDL and the factors that contribute to secondary ELA teachers' successes and challenges.

Trustworthiness

Trustworthiness is the quintessential element for evaluating qualitative research (Lincoln & Guba, 1985; 2000). Creswell (2009; 2014) recommends the following procedures for evaluating qualitative research: length of data collection, triangulation, rich, thick description, controlling for subjectivity and bias, and the role of the researcher.

I established trustworthiness through prolonged engagement (Billups, 2014; Yin, 2014) with each of my participants. I spent up to one month engaged in informal observations to establish rapport with the participants and their students and then collected data for a total of 12 weeks when I had sufficiently captured a collective view of teachers' practices of CDL. Because

I began collecting data with the first participant in November and ended data collection for my third participant in April, this study spanned almost six months in length. Spending up to four months (due to snow days and holidays) in each participants' classroom helped develop trust between the participants and me.

Trustworthiness was also established through peer debriefing, member checking, and triangulation (Yin, 2014). Triangulating the data from my observations, lesson plans, and interview responses required ongoing discussions with my colleagues (Stake, 2006). By conferring with Dr. Dyches and my committee, I ensured that the findings represented the participants' truths (Trochim & Donnelly, 2001). I also employed member checking. Member checking which "occurs throughout the inquiry and is a process in which collected data is 'played back' to the informant to check for perceived accuracy and reactions" (Cho & Trent, 2006, p. 322). While I offered my participants to view my notes and transcripts, they did not express interest. Therefore, I also member checked throughout the analysis process by asking for clarification when the participants' intent was unclear and by reiterating what they said until I was confident I understood. For example, when I asked Ms. Dickens how her lesson represented DL, she explained a language lesson in which her students analyzed the way Beowulf used language that may be unfair to the portrayal of certain characters due to their sex. Because this strategy helped students analyze systems of power, it also reflected CL. Therefore, I asked her, "Why did you do this?" She answered, "I did this to show how intention and bias differ because this is one translation by an unknown." When I asked her how her lesson reflected CL, she realized that this strategy also demonstrated CL. In this way, the participants were given the opportunity to clarify their responses.

I was able to provide thick, rich descriptions of the data due to the integrity of CDL implementation, data analysis, and reported findings. The consistency of data collection and analysis methods across all participant cases helped build confidence in the results. I used the same interview questions, observation protocol, and lesson plan template with each participant to ensure that while analyzing data, my committee and I worked with data in a structured and organized way. I developed confidence that my analysis was consistent and thorough by creating an audit trail of my procedures in my researcher's log of each case and avoiding reflexivity throughout the study (Billups, 2014; Yin, 2014). Reflexivity is an undesirable effect that occurs when the interviewer and interviewee influence each other's responses (Yin, 2014). I minimized this by conducting short interviews (Yin, 2014), asking the same interview questions each session, only asking clarifying questions when necessary, and keeping personal conversations to a minimum.

Researcher's Role

Finally, my role as a researcher and 14 years of teaching experience at the secondary and four years at the post-secondary level created a trustworthy study. I was aware of my own bias, autobiographical perspective, and education, so I carefully analyzed data, relied on interrater reliability, and used member checking to remain accountable. Qualitative research is interpretive research in which the inquirer is involved in a sustained experience with the participants (Creswell, 2014). I adhered to Guest, Namey, and Mitchell's (2013) participant observer criteria of immersing myself in the location, building rapport with my participants, and spending enough time to acquire the needed data. I spent enough time observing, interviewing, co-creating, and co-teaching with my participants to fully understand how they performed and perceived such a unique and complex form of literacy instruction. Once a week, I not only observed teacher instruction but also clarified CDL instructional practices when necessary. I also collaborated

with each participant on creating CDL-specific lessons and co-taught these lessons. My 18 years of experience as an ELA and literacy teacher helped me feel comfortable and confident in observing and participating as a member of the class. Because of my connection as a classroom teacher and role as a participant observer, I was considerate in shining a positive light on the teaching efforts of my participants.

As a former teacher, I taught in urban and suburban school districts with diverse populations in race and socioeconomic status. I have made my share of mistakes but have been determined to educate myself on how best to teach literacy to all students. Through my teaching experiences, I have come to realize that literacy cannot be taught comprehensively unless students are taught to critically analyze the value of texts and are given an opportunity to produce authentic disciplinary work. As a white, heterosexual, middle-class woman, I benefit in certain ways (Harris, 1993) that my former students did not. Therefore, I always employed a reading/writing workshop in which I fostered students' connections to disciplines of their choice and fostered inquiry above all else. Through individual conferencing, students and I questioned the validity and utility of the texts they were reading. Once I began pursuing my Ph.D., I learned that all texts are representational of our political and ideological beliefs (Janks, 2013) and that literacy is a fundamental right (Plaut, 2007). As I began to thread these ideas into our reading conferences, students began to see how some were granted access to knowledge and others were not. Injustices like these lit up like fire under my students and those who seemed remote and disinterested in reading suddenly found their purpose. We no longer read for the sake of completing an assignment but to uncover injustice.

In working with Dr. Jeanne Dyches and teaching content area literacy courses for four years, I began exploring disciplinary and critical literacies in greater depth. We have been

exploring a way to marry these ideas into literacy instruction which allows students to critically examine disciplinary knowledge. I was very excited to explore CDL as I believe it provides students, who are typically marginalized, an opportunity to gain advanced literacy skills necessary to participate in any career of their choice and our democratic nation, but I also wanted to understand potential problems of CDL as well.

Limitations

While I attempted to conduct a trustworthy study, it is not without limitations. “Limitations acknowledge the partial and tentative nature of any research...and stipulate the weaknesses of the study” (Rossman & Rallis, 2012, p. 135). Case studies inherently come with limitations (Stake, 2006), but beyond that, other boundaries limited the scope of this study. For example, as illustrated in the previous section, I believe CDL is a valuable method of literacy instruction. Therefore, while I am aware of my enthusiasm toward CDL, it may be more difficult for me to determine its flaws. While all researchers approach their work with some degree of bias (cite), I paid particular attention and used the expertise of my advisors to remain vigilant.

My relationship with my participants and my role as a participant observer may also have impacted the way I analyzed data because of the ways in which my biases, values, personal background, and socioeconomic status (Creswell, 2014) shaped the interpretation of my data. Part of the study’s design was to act as a participant observer in order to support teachers’ CDL. Some were more enthusiastic about collaborating than others. Our collaborations and interactions likely shaped their understanding of CDL, which I’ve noticed in their cases. Also, while two of my participants were strangers to me, Ms. Dickens was a former student of mine. Because I elicited participants who have some knowledge of disciplinary and critical literacies, relatively new forms of literacy commonly taught in content area reading courses, I contacted schools in which my former undergraduate students teach. As an advocate for teachers, I am also aware that

I may have missed negative themes revealed in the analysis. However, I attempted to address this issue by coding and conferencing with members of my committee.

Another limitation I had was time. While I would have liked to conduct a longitudinal collective case study, I had time constraints. However, I immersed myself in the field long enough to achieve some level of saturation--when gathering new data no longer revealed new insights (Charmaz, 2006). I am confident though that I investigated my participants enough to describe their CDL practices over the course of twelve weeks.

The final limitation is my focus on English Language Arts when CDL instruction can be implemented in any discipline. I made this choice, not to limit my study, but to expand a better understanding of CDL in one discipline versus a superficial understanding of many. However, I believe this study has a more limited audience due to studying only one discipline and further research of CDL in other disciplines is warranted. While my literature review revealed that disciplinary literacies research in ELA was limited, more research exploring discipline-specific practices in ELA are warranted. Acknowledging these limitations is important in qualitative research (Yin, 2014) and to this study's integrity.

In this chapter I have detailed the parameters of this study. I have described how I procured participants, the data used to describe a complete picture of their CDL instruction, and the methods of data collection and analysis. I have also established trustworthiness and transparency through my methods, my roles as a research, and the limitations of this study. In the upcoming chapters, I provide a detailed description of my participants as they take on the challenge of simultaneously navigating their disciplines, curricular goals, conceptions of DL, CL, and CDL, and expectations for their students. I now present each teachers' case followed by their cross case analysis.

CHAPTER 4. “DIRECT INSTRUCTION IS WHAT I LIKEN TO THE BANKING METHOD”: MS. DICKENS’ CASE

The next three chapters describe the answers to this study’s research questions (1) How do secondary ELA teachers practice disciplinary literacies? (2) How do secondary ELA teachers practice critical literacies? (3) How do secondary ELA teachers practice critical disciplinary literacies? (4) What factors promote or inhibit secondary ELA teachers’ CDL practices? Findings, for each participant, comes from the deductive analysis of 12 observations and interviews conducted over the course of six months. The deductive codes for DL are: engage, elicit/engineer, examine, and evaluate, for CL: all texts are representational, create a democratic classroom, metalanguage analysis, cycles of deconstruction/reconstruction, and literacy for social justice, and the CDL tenets revealed in chapter two: CDL 1--critical analysis of disciplinary knowledge, CDL 2--the use of critical disciplinary strategies to acquire knowledge, and CDL 3--authentic production of disciplinary work that promotes social justice. I used deductive coding to describe my participants’ practices of DL, CL, and CDL and will discuss the findings from each case. Additionally, inductive coding was also employed to better understand the factors that promoted and inhibited my participants’ instruction. Open coding (Glaser, 1978; Charmaz, 2006) revealed emerging, focused, and theoretical codes that provided a rich explanation of the promoting and inhibiting factors each participant experienced while attempting to implement CDL. Chapters Four, Five, and Six will reveal the findings from each case, and a cross-case analysis will be described in Chapter Seven.

The Context

My first participant, Ms. Dickens, teaches at Noddings High School (all names are pseudonyms) in a small Midwestern town (population under 7,000). I enjoyed a rural drive through small farms and acreages and beautiful sunrises. While the town of Noddings is rural, it

is located just ten miles from a large research University, which affords a small town experience with close proximity to city life. Therefore, many of the students are from rural families, but there are also families that commute to the larger University town. Noddings was organized as a school district in 1867 and in 2009 the high school building was renovated and a new addition was built. The town of Noddings has successful sports teams, particularly basketball, and values their award-winning theater department. Noddings contains a fast food restaurant, two gas stations, and a nice gym along with a small scattering of businesses and local restaurants. It has a small town feel and the residents are warm and friendly. According to the 2010 census, the racial makeup of Noddings is 94.3% White, 1.3% Black, .3% American Indian, 1% Asian, and 1.7% from other races, and 1.5% from two or more races. The population of Noddings High School reflects these demographics except for the representation of their Hispanic population

Noddings High School currently has 460 students (89% White, 1% Black, .7% Asian, and 3.7% Hispanic). Thirty-five percent of the students at Noddings qualify for free/reduced price lunches. Their graduation rate is almost 94% compared to the state's average of 91%. When I entered Noddings, I had to walk through the main office to check in while students went through the main doors. However, they were not locked. Every day, one to two staff members greeted students and visitors by shaking hands and smiling and the office staff always appeared happy to see me. To walk to Ms. Dickens' room, I passed through the cafeteria where students were eating breakfast or waiting for first period to start. Students were always seated and talking quietly and when I made eye contact, some would smile. Teachers always smiled at me and said hello and a positive climate resonated in the air. While I avoided most passing periods where students were walking to their next class, I never heard anyone use vulgar or inappropriate language. The halls were always clean and the bathrooms I used were small but clean. When

observing, I was mostly ignored, but treated with the utmost respect when I co-taught or made small talk before class began. One student saw me when I was attending a school speech competition with my daughter, so we had a small connection to talk about. Otherwise, I was more of an observer than a participant.

At Noddings, PBL is a school initiative encouraged by their assistant superintendent and supported by administration and staff. PBL gets kids engaged in working through authentic problems around essential questions that work towards students developing their own knowledge and critical thinking (Savery, 2015). In order for students to be given this autonomy and agency within their own learning, Nodding's professional development model encourages voice and choice to their staff as well. Ms. Dickens, as a first-year teacher, was provided mentors who demonstrate a successful model of PBL in their classrooms, which fit within Ms. Dickens' teaching philosophy. The philosophy of PBL is threaded throughout the findings in Ms. Dickens' findings, since PBL both promoted and inhibited her implementation of CDL.

Ms. Dickens

Ms. Dickens was a White, first-year teacher. Ms. Dickens is one of those teachers whose cooperating teacher became ill and so she, as the student teacher, took over like a pro and finished out the year by herself. As such, she is not a typical new teacher. Ms. Dickens is perpetually calm, soft-spoken, and sincere. While young in age and appearance, she carries herself with a maturity of someone older, so I never mistook her for a student. She has long, brown hair that she sometimes styled in cute braids; she dresses in a bohemian style making her look more like Portland, Oregon than Noddings. She is introspective and looks studious, so I was surprised to learn she played basketball in high school in Illinois where she grew up. Her personal and instructional beliefs are rooted in her familial background; her maternal family immigrated from Germany and her extended family still resides there. Although she identifies as

White, Ms. Dickens is no stranger to mistreatment based on her culture--something I discuss later in the chapter.

Ms. Dickens was also a former student of mine in 2015 in her undergraduate “Reading in the Content Area” course and the only participant I knew prior to the study. However, since it had been three years since I had taught her, we did not really know each other well. I remember she was an A student who produced high-quality work and had a great attitude. I also remember that shortly after I had her as a student, she suffered a great personal tragedy losing a loved one but persevered through her studies regardless. When she was nominated by her former English Education method professor as someone who would understand critical and/or disciplinary literacies, I was hoping she would answer my email. Because students were working independently during much of my observations, Ms. Dickens would come to talk to me while keeping an eye open for raised hands or calls for help. During these times, Ms. Dickens would discuss her intentions with the upcoming projects or lessons often describing texts with which I was not familiar. Ms. Dickens always took the time to fill in background information or to explain how the texts are representational of dominant ideologies. I also got to know more about Ms. Dickens’ background through these informal talks that I would not have learned through my semi-structured interview questions. This was always a collaborative time for us to plan together ways to make upcoming lessons more incorporative of CDL.

The Classes

The ELA classes that I observed were two-period blocks that met every day. During the first four observations/interviews, Ms. Dickens was teaching American Literature where students read things like *The Scarlet Letter*, *Rip Van Winkle*, and *The Fall of the House of Usher*. American Literature contained 17 juniors and seniors with ten boys and seven girls. Ms. Dickens informed me that all students identified as white except one who identifies as Asian American.

This class was highly energetic and happy, especially if someone brought breakfast pizza or any kind of food. They were eager to share and discuss and appeared to all be friends. Because I observed them between Thanksgiving and winter break, students may have had a more difficult time focusing, but overall, I never witnessed any behavior problems in either of Ms. Dickens' classes due to her classroom management style, the school's expectations, and perhaps the homogeneous, small town demographics. Students worked bell to bell, never took out their cell phones, or failed to pay attention during instructional time. Furthermore, students were expected to come to class prepared with homework completed and they did.

During the second semester, I conducted eight of my observations/interviews in her Western World Literature course, which centered around Beowulf, the Canterbury Tales, The Signal Man, The Wasteland, and Maus. Western World Literature ("western" meaning western Europe specifically British) contained a small class of five sophomores and four juniors--eight of whom were female and one male. Again, Ms. Dickens informed me that all students identified as white. The five sophomores were in the talented and gifted program and had taken 9th grade English with Ms. Dickens the year before while she student taught. This class was different than her American Literature class; students were very reserved and quiet. There was a seriousness about this group that reflected a college literature course; these students did not act like 15 and 16 year-olds.

The Classroom

Ms. Dickens' classroom was a warm and inviting space. She was always busy talking with students when I arrived right before first period. They were often visiting her at her desk or relaxing in the beanbag chair in the corner. During my observations, one student came to Ms. Dickens for coaching tips for speech even though she wasn't a speech coach and another came to talk basketball even though she wasn't a basketball coach. Ms. Dickens' comments were

meaningful to students and they clearly valued her opinion. She began every class with “Good Things” where students were given the opportunity to share fortunate events in their lives. If they didn’t share, Ms. Dickens would offer something that was going on in school or her life that was positive. When I co-taught a lesson, I shared how beautiful my drive to Noddings was when I first discovered I could take a county highway instead of the interstate.

Her classroom consisted of tables that fit two chairs on either side but usually, students sat on one side facing the front of the room. These tables consisted of two full rows which made it easy for students to work in small groups, pull chairs up to different tables, and turn around to work with the table behind them. Ms. Dickens always greeted students at the door by shaking their hands or with a smile and comment. During my observations, students always demonstrated respectful and positive behaviors, although Ms. Dickens assured me that her first-semester ninth grade section of remedial reading contained students who misbehaved. Even so, her remedial reading students also visited her before and after class second semester to tell her they missed her.

CDL in a PBL Environment: When to Lead, When to Walk Away Ms. Dickens’ Story

Ms. Dickens’ case is marked by the way her positionality within a PBL philosophy informed her implementation of CDL. Ms. Dickens approached text from a critical stance and therefore understood texts as representational. However, some of her interdisciplinary lessons made it difficult to engage her students in authentic ELA work. Additionally, her tendency toward student-led work sometimes inhibited explicit instruction in strategies to elicit/engineer disciplinary knowledge, examine disciplinary language, and use metalanguage analysis to deconstruct and reconstruct disciplinary knowledge. Findings show that advanced critical literacy skills often require modeling and leadership that PBL may lack. Finally, Ms. Dickens

found challenges in promoting agency in creating a democratic classroom, deconstructing and reconstructing texts, and providing opportunities to promote social justice. The main projects that Ms. Dickens taught during my time in the classroom, described in Table 4-1, centered around the two classes earlier described “American Literature” and “Western World Literature”: American Literature 1700s-1800s, Early British Literature 1000-1700s and Literature of the World Wars described in Table 4.1.

Table 4.1 Description of projects

Unit	Project 1	Project 2	Project 3	Project 4
American Literature of the 1700s-1800s	Comparing <i>The Scarlet Letter</i> and <i>Easy A</i>	Analyzing the <i>Declaration of Independence</i>	Diagnosing and describing Roderick’s illness in <i>The Fall of the House of Usher</i>	Analyzing the painting <i>The Falls at Catskills</i> and other portraits of the era.
Early British Literature 1000-1700s	Preread <i>Beowulf</i> by reading articles about the various translations	10 + 10 Language analysis activity	<i>Beowulf</i> student-choice projects	
Literature of World War II	Reading the graphic novel, <i>Maus</i> using a graphic organizer	Collab. lesson exploring other minoritized groups in the Holocaust and investigating why America didn’t intervene sooner.	Black Britons activity exploring Blacks during World War II	Missing Voices of the Holocaust and Final Project presenting information on another group not often represented in the literature about World War II.

The inductive analysis also indicated promoting and inhibiting factors that contributed to Ms. Dickens’ ability to perform CDL practices. While PBL offered the freedom to consider her

identity, include lessons on missing voices and authors' bias, and is student-led, it also inhibited Ms. Dickens' ability to engage students in authentic ELA work (Moje, 2015), incorporate explicit CDL strategies, and confront social and political practices due to the homogenous class. The remainder of this chapter will describe how Ms. Dickens navigated DL, CL, and CDL and the factors that promoted or inhibited her instruction.

Deductive Findings

I elected to code the tenets of DL, CL, and CDL using lessons as a unit of analysis because CDL encompasses the multifaceted components of DL and CL realized in a single lesson, not as isolated literacy events. Therefore, in Table 4.2, I provide the number of lessons out of the total number of lessons (12) in which I observed the ways in which Ms. Dickens demonstrated or conceptualized DL, CL, and CDL.

Table 4.2 Number of lessons containing code

A priori codes	Observable lessons (out of 12 observations)
DL 1: Engage	50% (n=6)
DL 2: Elicit/Engineer	33% (n=4)
DL 3: Examine	25% (n=3)
DL 4: Evaluate	33% (n=2)
CL 1: Texts are representational	83% (n=10)
CL 2: Create a democratic classroom	0% (n=0)
CL 3: Metalanguage analysis	25% (n=3)
CL 4: Cycles of deconstruction/ reconstruction	17% (n=2)
CL5 : Literacy to promote social justice	0% (n=0)
CDL 1: Critical analysis of disciplinary texts/knowledge	50% (n=6)
CDL 2: Critical and disciplinary strategies to acquire knowledge	50% (n=6)
CDL 3: Authentic disciplinary work towards social justice	0% (n=0)

I also include Table 4.3 that shows when Ms. Dickens practiced the nine original DL and CL codes and how they overlap to become CDL 1, 2, or 3. This was an important part of my analysis because it ensured that only lessons that engaged students in authentic DL work were coded for the remaining DL codes and that only lessons that included texts as representational were coded for the remaining CL codes. Students cannot elicit/engineer, examine, and evaluate authentic disciplinary work if they are not first engaged in it (Moje, 2015), and teachers cannot create democratic classrooms, use metalanguage analysis, cycles of deconstruction and reconstruction, and encourage social justice if they do not first regard all texts as representational of political ideologies (Stevens & Bean, 2007). The table also shows how the combination of engage and all texts are representational led to CDL 1 critical analysis of authentic disciplinary texts, how elicit/engineer or examine, and democratic classroom discussions or metalanguage analysis led to CDL 2 critical disciplinary strategies to acquire disciplinary knowledge, and evaluate, cycles of deconstruction/reconstruction, and literacy to enact social justice led to CDL 3, reconstruct authentic disciplinary work to promote social justice.

Table 4.3 Codes within each lesson

	Engage	Elicit/ Engineer	Examine	Evaluate	Texts are Rep	Demo- cratic class	Meta	Cycles	Lit for Social Justice
Lesson 11/21					X				
Lesson 11/25					X			X	
Lesson 12/05					X				
Lesson 12/12					X			X	
Lesson 01/09	X		X		X				
Lesson 01/16	X	X	X	X	X		X		
Lesson 02/06	X	X			X		X	X	
Lesson 02/13									
Lesson 02/22	X		X	X	X				
Lesson 02/27	X	X			X		X		
Lesson 03/08									
Lesson 03/12	X	X			X		X	X	

* Yellow highlighted squares indicates CDL 1 (*Critical analysis of discipline-specific texts*)

* Green highlighted squares indicates CDL 2 (*Critical disciplinary strategies to acquire knowledge*)

* Blue shaded boxes indicate CDL 3: Authentic disciplinary texts to promote social justice

* Gray shaded boxes indicate the absence of the tenet

Results from the Deductive Analysis

While Table 4.3 provides evidence of Ms. Dickens' implementation of DL, CL, and CDL, the following section provides an example and discussion of Ms. Dickens' practices.

Engage: Disciplinary Literacy as Interdisciplinary Literacy

Engage means that students are invited to construct and produce authentic work of a disciplinary community (Moje, 2015; Shanahan & Shanahan, 2008). In ELA, authentic disciplinary work is the work produced by authors, poets, and literary analysts (Scholes, 1998). However, ELA is often known as a “fractured” discipline in which authentic disciplinary work can become vague and lost in the literacy needs of other disciplines (McComiskey, 2006; Scholes, 1998). In fact, many schools now call ELA class “literacy” which confuses the English teacher who has a passion for literature but who also has nonfiction standards with which they are required to address (CCSS, 2010). The premise of this study is the understanding that authentic ELA work includes the communities which continue to produce disciplinary knowledge in: “linguistics and discourse analysis, rhetoric and composition, creative writing, literature and literary criticism, critical theory, and cultural studies” (McComiskey, 2006). However, because the Common Core State Standards (CCSS, 2010) and other disciplinary researchers (i.e. Lent, 2016) include literary nonfiction as ELA work, this study includes the work of literary nonfiction writers as well which includes the work of journalists who use similar composition skills. Even though it was inconsistent with disciplinary literacy theory, I noted examples in which my participants engaged their students in disciplines outside of ELA because of the vague nature of the discipline and to further this discussion; however, I did not include interdisciplinary engagements in Table 4-3, because the remaining DL codes that followed did not paint a picture of CDL in ELA, which is the intention of this study.

For example, when I first began observing Ms. Dickens, I noticed that rather than verbally engaging students in the disciplines of an author or literary critic, she engaged her students in the work of a doctor in which they diagnosed the mental illness of the character, Roderick, in *The Fall of the House of Usher* by Edgar Allan Poe. In the next lesson, she verbally engaged students as art critics when they examined portraits painted during the time Washington Irving wrote *The Devil and Tom Walker* and then attempted to create their own rendition. While this work may have furthered students' understanding of their texts, Ms. Dickens' intentions were interdisciplinary. When I queried how she engaged students as members of the ELA discipline, she explained,

They do work within the English realm but also fitting that work into multiple disciplines helps them see the value in it beyond just reading it and understanding it but actually being able to function as a doctor or as an artist.

Here, Ms. Dickens regards ELA work as the “reading and understanding” of texts but engaged her students in interdisciplinary work. This was further corroborated when she referred to students as doctors and artists rather than literary critics. Even though interdisciplinary work is beneficial to students, this study looked to describe English-specific CDL practices.

After conferencing about this concern, Ms. Dickens then engaged students in authentic ELA work during the *Beowulf* unit which included stations students could choose to demonstrate their understanding. One station challenged students to, “Take on the role of a bard or scop (poet), retell a section of *Beowulf* from an Anglo Saxon scop's perspective, and create a toast to one character.” As a poet, students were engaged in authentic ELA work (McComiskey, 2006). Students engaged even further into this work by using their knowledge of the characters in *Beowulf* to determine who would be an appropriate person to toast. By authentically engaging

students in the work of a scop, Ms. Dickens demonstrated an understanding of engaging students in ELA work (Moje, 2015).

Ms. Dickens also engaged students in authentic disciplinary work when she employed students to analyze articles about modern genocides as journalists. While journalism may not be considered authentic disciplinary work in English across college campuses, I determined it was due to the CCSS' emphasis on the analysis and composition of literary nonfiction (CCSS, 2010; Lent, 2016). The assignment asked students to research a modern genocide still happening today or in recent times. Students read news articles about the modern genocide, determined how the language was biased, and then wrote their own version of the article in a more unbiased way. Even though students researched current events which seemed to engage students in the social sciences, I coded this example as engaging in the discipline of ELA because their work involved analyzing nonfiction. However, when I asked Ms. Dickens how she engaged students, she said, "Like analysis of information would be the focus and then being able to organize information afterward, but analysis is the main focus." Then when I asked her how her lesson demonstrated CL, she said, "The project specifically asked for a journalistic approach so they had to write an article as if they are journalists reporting on the genocide." Here, she changed her intent to focus more on writing than literary nonfiction analysis and also misunderstood critical literacies for disciplinary literacies. Ultimately, it was difficult for Ms. Dickens to define authentic ELA work perhaps due to the interdisciplinary nature of PBL. Ms. Dickens admitted, "I think essentially I want to represent great disciplinary work, but I was unsure that I was doing so." Her confusion regarding authentic disciplinary work, then, sometimes inhibited her ability to guide her students through the remainder of the DL tenets.

Elicit/Engineer: Students Construct Own Knowledge

Elicit/engineer refers to the strategies that members of disciplinary communities use to navigate their texts (Gillis, 2014; Moje, 2015; Shanahan & Shanahan, 2008). In ELA, discipline-specific strategies for interpreting literature include ways for readers to recognize wordplay, follow multiple storylines, interpret dialogue, and analyze figurative language, but the ELA discipline is also responsible for teaching strategies to analyze essays, articles, speeches, and other nonfiction texts (Lent, 2016). “Students should learn to use strategies as metacognitive tools to help them comprehend--just as we use any tool that will help us get the job done” (p. 32). Ms. Dickens’ instruction was largely void of explicit instruction in teaching strategies due to the way in which her students elicited/engineered disciplinary knowledge on their own through their project work. However, there were four instances when Ms. Dickens helped students elicit/engineer disciplinary knowledge.

One example of elicit/engineer occurred as Ms. Dickens provided students background knowledge about Beowulf. Students learned that Beowulf is the oldest surviving epic in Old English; it contained 3,182 lines and was first printed in 1815. She explained that the plot of Beowulf influenced Tolkien in writing *The Lord of the Rings* and that he was a Beowulf scholar who wrote his own translation. Ms. Dickens also had students study the different dialects and versions of English we have spoken over the years. She explained, “Students were engaged in DL because of the prereading activities we did that provided them background information.” Therefore, DL work was demonstrated in the strategies that she provided them (Moje, 2015) as providing background information in preparation for reading literature is a common strategy found in ELA (Fisher & Frey, 2016).

Ms. Dickens also anticipated that Beowulf would be difficult for students, so she required them to write a short summary with five bullet points at the end of each section. She explained to

them that this way, they wouldn't have to reread this difficult text--that they could use their summaries for a reference. To assist with their summaries, she also suggested they use the genealogy page so that they could reference the many characters. Writing summaries at the end of a section is more of a content area reading strategy (Fisher & Frey, 2016) since it could be used in various disciplines, but Moje (2015) includes space in her framework for strategies like these. Specific to ELA, using the genealogy chart at the beginning of the epic poem helps students navigate the various characters in Beowulf, including the two Beowulf characters. Often readers ignore these helpful aids and end up confused, so acknowledging this as a useful strategy is important to eliciting disciplinary work.

Finally, students were often required to read in order to analyze character traits, moral, conflict, time period, symbolism, and theme and to write with clear main ideas, state and restate their thesis, and leave an impression on the reader--all specific to ELA (Lent, 2016). However, I never witnessed explicit instruction in how to demonstrate these skills. Because Ms. Dickens's and her PBL model of instruction promotes students' construction of their own knowledge (Savery, 2015), students were given the freedom to develop and use their own strategies. Students often examined disciplinary language and evaluated their worth without direct instruction as well.

Examine: Student-Led Through Projects

Examining disciplinary texts occurs when teachers help students examine the technical language and discourse practices of a discipline needed to become a member (Moje, 2015). When students learn how language is used to construct meaning and action, it gives them the agency to question that knowledge (Moje, 2015). For example, in ELA, examining the way authors use figurative language to convey their meaning allows students to determine whether their use of figurative language was effective in connecting the intended image. ELA teachers

can also ask students to examine the language an author uses to establish the mood and tone of a literary work in order to better understand the theme. This is different from metalanguage analysis because when students examine texts in Moje's model, they do not necessarily focus on analyzing the author's political and ideological beliefs. Due to the nature of this study, analysis showed that most attention to language occurred as metalanguage analysis and worked to reveal political and dominant ideologies, whereas opportunities to examine ELA discourse occurred independently as students worked on their projects. However, Ms. Dickens did provide students some opportunities to examine ELA discourse.

An example of examine occurred when students were instructed to analyze the language of *The Waste Land* by T.S. Elliot and *In the Station by the Metro* by Ezra Pound. These poems and others during the early 1900s used imagism to portray deeper emotions. In this analysis, students were asked to examine how Eliot and Pound used language in the treatment of their subjects, the brevity of words, and their use of rhythm. Ms. Dickens explained to students that she wanted them to understand how effective precise language is and how Eliot and Pound used their words to symbolize larger concepts. When I asked Ms. Dickens how she normally teaches students to examine disciplinary discourses, she explained, "I believe with the two groups that were observed, some of the language issues were addressed on a case by case basis. Most of the understanding existed based upon their comprehension of the texts." Due to her students' advanced ELA skills and their status as talented and gifted, examination of disciplinary discourse occurred through their independent work. While an examination of disciplinary language was student-led, analysis showed more direct instruction of metalanguage analysis, in which students analyzed how language reveals authors' biases and beliefs (Stevens & Bean, 2007). Because

there was a lack of examining disciplinary discourses, Ms. Dickens' instruction often stopped short of providing opportunities to evaluate disciplinary knowledge.

Evaluate: Missed Opportunities

Evaluate indicates an action that occurs when students judge a text's contribution to the discipline's body of knowledge (Moje, 2015). According to Moje, evaluate occurs after students examine disciplinary language. She explains, "Related to the examining dimension of disciplinary literacy teaching is the dimension that engages students in evaluating why, when, and how disciplinary discourses are useful and why, when, and how they are not useful" (Moje, 2015, p. 268). Furthermore, evaluating brings students into disciplinary communities by analyzing genres, rhetorical devices, and linguistic constructions specific to the disciplines (Moje, 2015). While Ms. Dickens' project-based learning required students to produce disciplinary work, they rarely analyzed the inherent value of the discipline-specific texts they read. Because Ms. Dickens rarely explicitly taught students to examine disciplinary discourses, there were missed opportunities to evaluate their use. However, analysis showed four examples of evaluate.

One example where students were given the opportunity to evaluate the text's worth was when they studied the French symbolist movement including TS Eliot's *The Waste land* and Ezra Pound's *In a Station of the Metro*. Students were put into three groups to master a section of *The Wasteland*: "The Burial of the Dead," "Game of Chess," and "Death by Water and What the Thunder Said." Students' line-by-line analysis focused on symbolism and meaning. After they finished their analysis, they made cross-connections to World War 1 and answered: "What does your section say about the men who fought, the population who survived, and the society in the US and abroad?" Students then used their examination of the language in order to evaluate the people of World War 1 and the United States' involvement.

Other types of evaluation were more critical and were coded as metalanguage analysis and cycles of deconstruction and reconstruction. However, the difference between evaluate and cycles of deconstruction and reconstruction, both evaluative, is that evaluate is demonstrated by acceptance or rejection of knowledge (Moje, 2015) whereas cycles are demonstrated by a deconstruction of systems of power existing within texts and a reconstruction of the texts in a manner which gives oppressed groups a voice (Stevens & Bean, 2007). Texts and knowledge in Ms. Dickens' classroom were used to acquire knowledge rather than to evaluate it.

All Texts are Representational: Exploring Excluded Groups

All texts are representational means that a teacher understands that all texts represent a writer's political ideologies and beliefs and teaches his/her students to recognize this as well (Stevens & Bean, 2007). This study specifically analyzed how ELA teachers' practices created spaces for critical analysis of representational texts and how they privilege some and marginalize others (Freebody & Luke, 1990; Luke, 2018). These practices can include using supplemental texts, reading multiple texts, reading from a resistant perspective, analyzing grammar, producing counter-texts, student-choice research projects, taking social action, and providing a democratic classroom (Behrman, 2006). "A critical literacy agenda should therefore encourage teachers and students to collaborate to understand how texts work, what texts intend to do to the world, and how social relations can be critiqued and reconstructed" (p. 481). Analysis showed that Ms. Dickens demonstrated an understanding that all texts as representational through the analysis of who is missing and why in her canonical and supplementary texts and student-choice projects.

Throughout this case, analysis showed that Ms. Dickens orientation to all texts was that they represent an author's ideological biases. For example, when her American Literature students studied the Declaration of Independence, Ms. Dickens asked them to analyze two iterations of the same document, the original and a modernized version. Then they were

instructed to write down the most important parts of the Declaration while noting what political issues are discussed. Then based on each issue, students were asked to determine who or what was missing. This prompted her to ask, “Why did they [the authors of the Declaration] write it this way, then? Who is writing it?” When students stared at her silently, Ms. Dickens exclaimed, “White men! Wealthy men! And why would they want to keep certain groups out?” When students again stared at her silently, she explained, “Because they don’t think other people matter, so why include them?” Throughout this analysis, Ms. Dickens demonstrated that texts exclude certain groups and therefore perpetuate dominant discourses (Stevens & Bean, 2007). When I asked Ms. Dickens which part of this lesson demonstrated CL, she said, “I think the critical part came in when I asked them what was missing, who was missing, and why they were missing.” Here, she demonstrated a clear understanding that texts are inclusive and exclusive of certain groups.

Another example that demonstrated Ms. Dickens’ understanding that all texts are representational occurred toward the end of the study when students were learning about WWII. Ms. Dickens gave students the opportunity to study their choice of a modern genocide since she wanted her students to recognize that atrocities like the Holocaust still exist without much attention from US media and government. Ms. Dickens began this lesson by having students, in groups of three, read an article that discussed a specific modern genocide. Students’ analysis focused on the structure of the article, the authors’ points of view, the position the authors are taking on the topic, and the language the authors use to evoke certain emotions, ideas, and bias. This analysis is built on the premise that the texts the students are reading are biased and exert a political position. As students shared their findings, Ms. Dickens asked, “Why don’t we know about these genocides?” She explained that the media is often controlled by the government and

that they have a vested interest to protect the dominant group and continue oppressing the minoritized group. Ms. Dickens' goal for this unit was for students to "understand that this sort of relationship between the government and its citizens exists and how other countries do not always offer solutions." After the discussion, students researched current news articles about a modern genocide of their choice looking for bias so that they could recreate the account in an as unbiased way as possible. Ms. Dickens explains that this "makes it harder for them [students] to mentally compartmentalize it [the topic], but makes it easier for them to see the topic from a neutral perspective so they can present their findings as unbiased as possible."

These examples show that Ms. Dickens understood that when students can recognize bias and intended audience, they are more apt to recognize injustices within the text (Buckingham, 2003). However, critical literacies extend beyond understanding that texts are representational. Teachers also need to promote democratic classroom discussions regarding critical issues, use metalanguage analysis to reveal bias, deconstruct and reconstruct texts, and become agents of social justice.

Create a Democratic Classroom: Avoiding the Uncomfortable

While Ms. Dickens often created a warm classroom environment through positive relationships with students, offering choice and group work, and opportunities for discussion, creating a democratic classroom, which requires the confrontation of dominant ideologies (Janks, 2012; 2013) was more difficult. The democratic classroom is a space where students are taught to wrestle with ideas and disrupt the status quo (Stevens & Bean, 2007). While Ms. Dickens often reversed her role as an administrator of knowledge, analysis showed that opportunities to disrupt the status quo did not occur. When I asked her why she thought students didn't dive deeper into democratic discussions with her, she said, "I think the group was less likely to disagree with me or to argue because that particular group is very high achieving and they don't

want to tell me I'm wrong. They're okay with how things are because it's secure and comfortable." While the first reason she made spoke to students not wanting to upset the hierarchical structure of authority in schools the second reason spoke to students' not wanting to step outside their comfort zone (Janks, 2013).

Ms. Dickens also missed the opportunity to discuss the significance of supplementing *The Devil and Tom Walker* by Washington Irving with Robert Johnson's story and song, *Crossroad Blues*. The legend goes that Robert Johnson, a Black man in the 1930s, met the devil at a crossroads, sold his soul for a music career, and died mysteriously three years later at the age of 27. In Johnson's song, *Crossroad Blues*, his lyrics read, "I went to the crossroad, fell down on my knees, Asked the Lord above, 'have mercy, now save poor Bob, if you please.'" Ms. Dickens used Robert Johnson's story and lyrics because he was an underrepresented person back in the early 1900s and to help build prior knowledge before engaging in the anchor text but not to discuss Robert Johnson's oppressed status. For example, she said, "I think since we did a little bit of frontloading and talked about Robert Johnson and Crossroads and stuff that I gave them an inkling of critical literacy." However, creating a democratic classroom involves an explicit confrontation of controversial or sensitive issues such as race, gender, and immigration that disrupt the status quo (Lewison, Leland, & Harste, 2008; 2014; Janks, Comber, Hruby, 2019), not an "inkling" of an idea through the use of a text written by a member of a minoritized group. Therefore, I could not code this as an example of creating a democratic classroom because the conversation was avoided.

When I asked Ms. Dickens how she attempted to create a democratic classroom, she explained, "I believe that by everyone voicing their opinions and even if they disagreed, they responded thoughtfully, this helped create a democratic environment." Even though students did

have the opportunity to voice their opinions, I rarely saw this occur. When Ms. Dickens asked a difficult question, as she often did, either one student would answer, or no one would answer and Ms. Dickens then answered her own question. Although Ms. Dickens viewed texts as representational her instruction stopped short of creating a democratic classroom environment in which students worked to disrupt the status quo.

Metalinguage Analysis: Planting the Seed

Metalinguage analysis refers to the analysis that occurs when a reader is looking for language that privileges or marginalizes certain groups (Luke, 2014; 2018; Stevens & Bean, 2007). When teachers understand that texts are representational, they often look at how the language of the text reveals the writer's values and beliefs (Stevens & Bean, 2007). One cannot claim that a writer has a bias if there is no textual evidence to prove it. Analysis did not reveal many examples of metalinguage analysis, but when Ms. Dickens explicitly taught metalinguage analysis, she planted a seed that resonated with students throughout the remainder of the study. Ms. Dickens began metalinguage analysis right away when she had her American Literature students analyze the language of the Declaration of Independence. Students were instructed to find language that was exclusive to certain groups, determine who these missing groups were, and then reconstruct the language to make it more inclusive to everyone.

Students were also invited to engage in metalinguage analysis in the Beowulf unit when they analyzed the language that dehumanized Grendel and his mother. Ms. Dickens explained that there are many texts that have been frequently translated and that these translations affect what we learn. Ms. Dickens then gave students a book review entitled *Beowulf in the Suburbs? 'The Mere Wife' is an Epic Retelling* (Coleman, 2018), which describes a book written by Maria Dahvana Headley who argues that the depiction of Grendel's mother was unfair and perpetuates stereotypical language used toward strong women. Headley states, "She's a woman with a

sword...She's a woman who fights. ... She's a noble woman. But none of that ends up in the translation because that's not as good a story for our culture." For this reason, Ms. Dickens employed metalanguage analysis to determine how the translation unfairly depicted Grendel's mother.

By having students read this article, Ms. Dickens raised students' metalanguage awareness of how language is used to dehumanize certain oppressed groups, in this case, women. However, this was another missed opportunity to confront dominant ideologies by asking students to consider how aggressive men are often perceived as capable and protective and aggressive women are perceived as evil and irrational. Ms. Dickens avoided naming the dominant narrative, which is problematic when critical literacy theory works toward fighting dominant ideologies (Janks, 2012; 2013; Luke, 2014, 2018). Metalanguage analysis gives students a weapon to reveal dominant ideologies, but this only works when students know who the dominant group is. Further discussion of how Ms. Dickens used metalanguage analysis is discussed in CDL 2 as a critical disciplinary strategy.

Cycles of Deconstruction and Reconstruction: Let's Make a Change

Cycles of deconstruction and reconstruction refer to the teaching method in which the ELA teacher has students determine how a text works to marginalize certain groups and then reconstruct the text to include those groups and give them a voice (Dyches, 2018a; 2018b; Stevens & Bean, 2007). In ELA, reconstruction often comes in the form of rewriting narratives, restorying or providing a counterstory (Ashcraft, 2012; Dover, 2016; Dyches Bissonnette & Glazier, 2016), which occur when students rewrite fictional stories to empower an oppressed voice. Analysis showed that Ms. Dickens provided students four opportunities to deconstruct and reconstruct texts. An example of students reconstructing texts was during the Declaration of Independence assignment. Ms. Dickens asked students to analyze the Declaration, determine the

point of view and intended audience, find out who or what is missing, and then rewrite it. As students worked, Ms. Dickens asked, “What should the Declaration say?” Students then reconstructed the Declaration to include the perspective of immigrants, slaves, and women among other groups. Ms. Dickens didn’t use the language of cycles of deconstruction and reconstruction, but she said,

I was able to capture critical literacies by having them interact with a foundational US text in a different way with different perspectives as well as having them use their own point of view to imitate the idea of the Declaration of Independence. I’m not sure if I fully accomplished it, but I think that by having them create their own Declaration that they were already thinking of including who or what was missing and attempting to give a reason for why.

By having students deconstruct the text in order to search for missing voices, Ms. Dickens understood the importance of students giving excluded groups a voice.

The best example of deconstruction and reconstruction occurred during the modern genocides project, which has also been previously described. This lesson came after students’ work studying the missing voices of the Holocaust in which they researched Roma Gypsies, Black Germans, and gay men also persecuted during WWII. Ms. Dickens explained that the purpose of this assignment was to get students to understand that what we hear and see are two different things, so she wanted students to think about information differently. Students were instructed to research modern genocides by looking at news articles from around the world. As students deconstructed articles that journalists have written about the modern genocides, they analyzed how the writer privileged certain groups, asserted their position and used biased language. Ms. Dickens warned them, “Think about bias because most countries usually don’t boast about their prejudice and marginalization of certain groups. They all have a vested interest.” After this period of deconstruction, students reconstructed their own journal article written as unbiased as possible. By having students deconstruct and reconstruct texts, they were

able to interpret biased news articles and given agency to reconstruct them. In the post-observation interview, Ms. Dickens explained,

Since they are the ones that are creating the information and knowledge, they have to be critical about what they're receiving. They have to analyze it not in the sense of trying to access external meaning, but in the sense that they have to know how their biases and perspectives are playing a part.

As students are given more opportunities to deconstruct and reconstruct knowledge, they become better at using literacy to promote social justice outside of the classroom (Janks, Comber, & Hruby, 2019).

Literacy for Social Justice: Confined to the Classroom

Literacy to promote social justice occurs when teachers give students the opportunity to become active social justice agents (Dyches & Boyd, 2017). However, Ms. Dickens' position on social justice leaves out the notion of "agent of change." While she understands that social justices exist due to systems that are built by those in power, she focused more on awareness than action. She explained, "It's important that students understand that power exists as race, wealth, gender, and even the equity of opportunity." This is different from cycles of deconstruction and reconstruction because rather than producing work that represents oppressed voices within the classroom, literacy for social justice requires agency outside of the classroom. Literacy for social justice is also demonstrated when a teacher makes it clear to students that they are learning in order to become socially-just. Based on these criteria, Ms. Dickens did not provide students the opportunity to promote social justice within the duration of this study.

In the Declaration of Independence project, Ms. Dickens came close to promoting social justice when she had students create their own Declaration regarding an injustice that interested them. However, she suggested that they can declare that homework is unfair and other injustices specific to them. This was a missed opportunity, especially since students had just discovered the

missing voices within the Declaration. Had students rewritten the Declaration from a minoritized perspective about a current critical issue and then attempted to publicly share this document, then they could have demonstrated literacy for social justice. Because this class identified as White and went to a predominantly White school, becoming agentive in their context may have seemed unnecessary. However, Delpit (1988) argues the importance of teaching youth of all culturally backgrounds but especially those of the dominant power group the skills necessary to engage with different sets of practices and to traverse and negotiate different cultural spaces. In her final interview, when I asked her about social justice, Ms. Dickens shared

I am unsure if we accomplished this goal of CDL. In both of these classes, we are focused on older texts. Although the relevancy of social justice extends far before our modern time, it would be easier if I taught modern courses. However, I believe that doing projects like the Missing Voices/groups that were in the Holocaust project, helped to shed light on the injustices that have historically been occurring...I think they had some opportunities, but this could be improved upon.

Providing opportunities for students to promote social justice outside of the classroom fell outside the scope of Ms. Dickens' instruction. This negation adversely affected her ability to practice CDL 3.

Critical Disciplinary Literacies

Critical disciplinary literacies occur when teachers simultaneously 1) engage students in critical analysis of disciplinary work, 2) use critical and discipline-specific strategies to acquire disciplinary knowledge, and 3) reconstruct authentic disciplinary work to promote social justice or establishes stance, uses CDL strategies, and grants students' agency. Even though Ms. Dickens sometimes confused elements of DL and CL, most observed lessons contained elements of CDL 1 and 2.

CDL 1: Critical analysis of disciplinary texts or knowledge: ELA engagement is imperative

As previously determined from the findings of the literature review and represented in Table 4.3, critical analysis of disciplinary texts (CDL 1) comprises the tenets engage and all texts are representational. Therefore, when my participants simultaneously engaged students in a critical analysis of the representational nature of discipline-specific texts, these two distinct codes merged to encompass CDL 1. Therefore, critical analysis of disciplinary texts was only coded when Ms. Dickens simultaneously provided opportunities to critically analyze ELA-specific knowledge. CDL1 occurred in 50% (n=6) of the observations/interviews because Ms. Dickens engaged students in authentic ELA work and treated the texts as representational of authors' biases. CDL 1 wasn't coded when Ms. Dickens engaged students in other disciplines besides ELA or when students weren't analyzing texts during that particular observation.

CDL 1 was especially evident in a project called "Black Britons," which allowed students to be exposed to a group of people not normally recognized in Great Britain. Ms. Dickens assigned this project because "I wanted to try to get them to research how groups that are overlooked have impacted England. In the U.S. it is common to think of England as historically white, so I wanted to infuse a critical perspective." This project engaged students in disciplinary work while exploring racial inequality. To understand some of the voices of Black Britons, students were instructed to choose a person from a website titled 15 Black Britons Who Made History. The assignment asked

Your job will be to research this person and to then write a synopsis that would be on the back of this person's biography. Remember to think like an author, so make sure the writing provides clear and organized insight. Use these ideas to guide your writing: How did this person change England's history? Why does their story get overlooked in history? What are their greatest accomplishments or moments in life? How can we benefit from hearing their story? Does this change your perspective on England's history/what you thought you knew about England?

Students chose from important Black figures such as Ignatius Sancho, playwright and author and the first Black Briton to vote, Olaudah Equiano, who bought his freedom from slavery in America, emigrated to London, and wrote one of the earliest accounts of slavery by a former slave, and Mary Seacole, a Jamaican born woman who was as revered as Florence Nightingale during the Crimean war by setting up a hotel to care for the wounded when the British army refused her services. Because students examined this minoritized group in order to write a short biography about a Black Briton, this was coded as authentic disciplinary work. When students can engage in the research and production of authentic disciplinary texts, it guides their understanding that knowledge is socially constructed and not accessible to all (Moje, 2015). By describing important Black figures throughout history, Ms. Dickens allowed students to continue their work of giving minoritized people a voice.

After students made their way through the literature of WWI and II, Ms. Dickens simultaneously encouraged critical analysis with disciplinary texts by assigning students to research the modern genocides from the perspective of a journalist. As previously described, students researched news articles “that will be biased because the authors have a vested interest.” Students analyzed the biased structure and language the writers used when reporting the genocide. Then students wrote their own version of a news article depicting the modern genocide in an unbiased way. I coded this project as CDL 1 because students were engaged as a member of an ELA-specific discipline, journalism, analyzing the political and ideological beliefs of journalists and then writing their own account. Analyzing and recognizing bias within the way news is reported is an important disciplinary skill considering how students are inundated by fake news threaded throughout social media (Brauer, 2018). By encouraging critical analysis of

disciplinary texts students can not only identify bias but be aware of their own biases as they write.

These examples show that a critical examination of disciplinary work was inherent in Ms. Dickens' instruction when she engaged her students in discipline-specific work. In her class, students analyzed texts through a critical lens, because that was how Ms. Dickens approached texts. CDL 1 is only the beginning of CDL work demonstrated by a teacher's orientation toward his/her discipline and texts. When Ms. Dickens approached her lessons from a disciplinary and critical stance, her instruction was rooted in CDL 1.

CDL 2: Using critical and disciplinary strategies to acquire knowledge: Ending the continuum of comprehension first, critical analysis later

Critical disciplinary strategies (CDL 2) is a combination of the tools teachers give students to examine, elicit/engineer, and analyze how language reveals political ideologies (metalanguage analysis) with discipline-specific texts. Rather than viewing critical work as an advanced literacy skill that occurs once students demonstrate understanding, critical disciplinary strategies help students gain critical and disciplinary knowledge simultaneously. I was particularly excited to discover critical disciplinary strategies that Ms. Dickens used to acquire knowledge. DL comes with an array of discipline-specific strategies (Moje, 2015; Shanahan & Shanahan, 2008), but critical literacies often fails to provide specific strategies (Behrman, 2006) besides functional language analysis (Fang & Schleppegrell, 2008; Halliday, 2004), for critically analyzing texts. Because the US does not provide professional development in functional language analysis (Fang & Schleppegrell, 2008; 2010), teachers must employ other discipline-specific strategies to simultaneously elicit disciplinary knowledge and deconstruct disciplinary texts. While Ms. Dickens employed critical disciplinary strategies, her project-based framework

provided fewer opportunities for direct instruction of strategies as noted in elicit/engineer and therefore counted for fewer examples.

Critical Questioning

As Ms. Dickens prepared projects for her students to complete, they always employed questions, some regarding the content and some regarding critical elements. Questions that specifically asked about the political and ideological beliefs held within discipline-specific texts, I call critical questioning. Within her various units, Ms. Dickens employed a wide range of questions to help her students understand critical disciplinary issues. Questioning strategies such as these remind students of the critical nature of texts.

Within the Beowulf unit, Ms. Dickens employed critical disciplinary strategies based on the fact that the students' copy of Beowulf was translated by Dover and Swift which means the text will be biased as all translated texts include the translator's bias. To emphasize this understanding, Ms. Dickens found an online article that informed how translations of Beowulf do not match up to the Old English used at the time. Interestingly enough, the Old English version uses more humanizing language, particularly when describing Grendel's mother. Ms. Dickens explained that in some translations she is described as a lady and female warrior, whereas the translated version the students read described her as a monster or a demon. In order for students to problematize the use of dehumanizing language, Ms. Dickens asked the following questions:

“How do these ideas change how we need to read Beowulf? Why would the text be translated in ways that do not show these characteristics? Are there other texts that could have translations that change the meaning of the work?”

In her interview, Ms. Dickens explained that these critical questions helped students synthesize the information to inform their discussion and helped them make connections to the text. She explained, “I think the questions help students think more critically because they're

able to analyze it deeper because it leads them to think about ‘Well, if I write Grendel as just unlucky or cursed and not actually evil’ that changes what they think about his motivations.” Because students used critical questioning to understand the language used to describe the character’s motivations, students were able to see that the translation accounted for the depiction of Beowulf as a hero and Grendel as an enemy even though they both have killed a lot of people. This type of critical questioning is considered a CDL strategy because it helps students understand Beowulf from a disciplinary and critical perspective.

Often in ELA, teachers’ questions revolve around the comprehension of texts and questioning looks more like, “Which characters are static and dynamic? What is the setting? How does the setting affect the plot? What is the conflict? What is the resolution? What is the theme?” (Lent, 2016). However, ELA-specific CDL strategies move past comprehension and work toward a critical understanding of the text. When students are given strategies such as critical questioning, it reminds them that understanding a text means understanding how the writer demonstrates his/her bias and how that bias privileges some and excludes others.

Perspectives Preparation

Critical questioning allowed for another CDL strategy Ms. Dickens used which involved investigating the critical issues or minoritized groups within a discipline-specific text and understanding the author’s positionality rather than only providing historical and biographical background knowledge prior to reading the actual text. I call this perspectives preparation--opening the readers’ lens to allow for multiple perspectives. For example, in the modern genocides project, students take on the perspective of a journalist reporting this genocide. Before they write, students researched current news articles depicting a modern genocide. Ms. Dickens prepared them for this research by having them consider who wrote the article, why they wrote it, what position they are taking, and how they are representing the minoritized group they are

depicting. While this may be considered “sourcing,” in history (Wineburg, Martin, & Monte-Sano, 2011; Wineburg & Reisman, 2015) perspectives preparation explicitly encourages students to examine the inclusive and exclusive language authors use to speak to a particular audience. Students are now prepared to consider the source and their use of language rather than simply reading for comprehension and content knowledge.

First-person accounts

The third critical disciplinary strategy that Ms. Dickens employed was encouraging first-person accounts--explicit instruction and opportunity to empathize with individuals minoritized in disciplinary texts. Ms. Dickens demonstrated this by teaching people rather than events. When I noticed that students’ projects almost always included first-person accounts of individuals within the minoritized group, I asked Ms. Dickens why they did this even though the instructions didn’t require it. She said, “I believe they chose to include testimonials because I emphasize personal experiences as having great worth in learning about war.” First person accounts were a way for Ms. Dickens to teach her students to empathize with missing voices because “it is easier to empathize with a person rather than a historical account of the event.”

Another first-person account Ms. Dickens shared was the story her grandmother, Tilly, who described her experience in World War II as a German girl. To learn other first-person accounts, Ms. Dickens had students choose from a list of “missing people” from World War II on the website: <http://rememberme.ushmm.org/gallery.php?p=0>. Some from this list have been found, but others are still missing. Students were then asked to read the description of the person, write five sentences about them, and compare their story to Maus (a first-person account of a Holocaust survivor) and Tilly’s Story. Students then shared their “missing people’s” stories with the class. Using the first person account evokes empathy in a way that death rates cannot. Teachers cannot assume that students empathize with the literary and historical figures that they

read about (Mirra, 2018), but by having students learn about individuals rather than events, they have a better opportunity to empathize with minoritized people.

Discipline-specific metalanguage analysis

While the DL tenet examine analyzes discipline-specific language (Moje, 2015) and CL analyzes how power is constructed through language choices (Stevens & Bean, 2007), discipline-specific metalanguage analysis actually analyzes how discipline-specific language can work to invite some and exclude others in acquiring knowledge. Ms. Dickens used this strategy with her Beowulf unit in an activity that she called “Intention of Words” but since she had them choose 10 words and intention sounds like 10, she ended up naming it “10 + 10.” Students were instructed to find 10 words used in the text to describe a particular character. Then they were asked to reconstruct these 10 words into language that was more humanizing. For example, instead of saying “evil” to say “unlucky” and instead of “ravenous” to say “outcast.” According to Ms. Dickens, this benefited students because

They're able to analyze it deeper because it leads them to think about ‘Well if I write Grendel as just unlucky or cursed and not actually evil’ that changes what they think about his motivations...Yes, they kill people and they harm people, but Beowulf’s motivations of fame and glory also lead him to kill people. They exhibit the same actions even though Beowulf is seen as a good character as opposed to Grendel and his mother.

Without this knowledge of critical language, students cannot understand how Beowulf works to include some and minoritize others. These CDL strategies helped students understand that when critical analysis is separated from understanding the text, they are really limiting their overall understanding. Using a feminist lens helps the reader understand how Beowulf works to perpetuate patriarchal ideologies, which may be more important than understanding its plot. When teachers teach students to only comprehend the texts in their disciplines without critically questioning where the knowledge comes from, who the purveyor of knowledge is, and who the

knowledge is for, they are perpetuating the status quo and prohibiting students' membership into that discipline (Dyches, 2018a; Moje, 2015).

These critical disciplinary strategies worked well for critically analyzing disciplinary knowledge, but Ms. Dickens' reluctance to provide explicit instruction may have prohibited her from providing and eliciting deeper connections to critical lenses beyond feminism and Marxism. Critical disciplinary strategies to analyze issues with race, gender, sexuality, and dominant narratives were missing from these 12 observations. These omissions and missed opportunities to promote social justice led to less representation of CDL 3.

CDL 3: Producing authentic disciplinary work to promote social justice: Authentic work for what?

Authentic disciplinary work to promote social justice (CDL 3) combines Moje's evaluate with Steven and Bean's cycles of deconstruction and reconstruction or create a democratic classroom, and Dyches and Boyd's literacy for social justice to create instructional opportunities that produce authentic disciplinary work while promoting social justice and granting students agency. However, many of the instances where students were given the opportunity to evaluate or work through cycles of deconstruction and reconstruction stopped short of promoting social justice and democratic conversations did not occur in the lessons I observed. Furthermore, students' opportunities to evaluate the merit of disciplinary texts also failed to promote social justice. These missed opportunities will be discussed in this section.

Social justice literacies encourage students to use literacy to become active agents (Dyches & Boyd, 2017). As social justice agents, teachers should help all students navigate different cultural spaces, especially those of the dominant group (Delpit, 1988). Because Ms. Dickens rarely confronted her and her students' membership in the dominant narrative, students were not provided the opportunity to become agents of change. Furthermore, because issues of

social injustices were often studied in the past, racial injustice seemed to reside only in the past. While Ms. Dickens' projects attempted to promote action by requiring students to present a speech, a presentation, or a discussion, these experiences never went beyond the classroom and are discussed only as examples of missed opportunities.

An example that was initially coded as CDL 3 occurred during the World War II unit when students chose a group of people whose voices were missing from the narratives that they had read so far. Ms. Dickens suggested race, sexual orientation, social standing, and allied/axis forces, but did not choose the topics. Students then were asked to research the ways in which this group was involved in the war and then create a short presentation filling in the historic gaps for their classmates answering, "Why would this group be overlooked in many writings/texts? Why is it important to recognize the diversity of perspectives involved in the war? How does this/should this change the class's understanding of the war?" Of their own volition, students chose to research/present information about Roma Gypsies, gay men, and Black Germans. Again, while they taught their peers about the unjust treatment toward these groups, this activity did not move beyond the classroom. However, when I asked Ms. Dickens her intention for researching these minoritized groups, she said, "As a developed first world country, our privileges outweigh our problems, and recognizing that is one way to promote more critical thinking about ourselves and the world." While she believed her students should have an awareness of social justice, instruction stopped short of promoting it outside of her classroom.

Collaborative Lesson

While Ms. Dickens did not often ask for my help, I collaborated with her on one lesson and made small suggestions throughout the study. For example, Ms. Dickens had such a strong critical disciplinary stance that I suggested she used metalanguage analysis to support her claim that Beowulf misrepresented women and when we collaborated on a lesson together, we had

students continue to use metalanguage analysis to determine how authors represented Roma Gypsies, minorities in World War II, and America's reluctance to be involved. In our co-taught lesson, because Ms. Dickens experienced hesitancy from students to engage in democratic discussions, I attempted to employ critical questioning to elicit a response. I asked

1. Who is the persecuted minoritized group in your article? Summarize the background information provided.
2. Who is persecuting them and for what reasons?
3. What threat do the minoritized group pose to the persecuting group?
4. Who could have helped the persecuted group? How could they have helped them? Why did or didn't they receive help?
5. Compare how your minoritized group is treated currently in our and their respective countries. Have they overcome their oppression? If so, how?

Students worked through the texts and their responses in small groups. I then opened up the floor for discussion, but I too struggled getting students to open up. They agreed with the points that were being made and showed empathy and understanding. However, if there were dissenting viewpoints, they were never voiced. Eventually, due to time, we moved on to the second portion of the class in which students finished up a lesson from the previous day. Therefore, this lesson engaged students to critique literary nonfiction, used guiding questions to elicit/engineer knowledge, viewed the texts as representational, but stopped there. While we wanted students to gain a new perspective about minoritized groups often ignored in World War II history and literature, we did not have time to reconstruct the texts or promote social justice. However, shortly after, Ms. Dickens filled these gaps by having students use what they learned to reconstruct articles they analyzed regarding modern genocides. Perhaps our collaboration could have been more effective if it occurred at the beginning of the study to help establish a CDL foundation.

The Conclusion of the Deductive Analysis

Deductive analysis showed that Ms. Dickens' understanding of authentic work in ELA was sometimes confused and therefore prohibited CDL within her discipline. When Ms. Dickens approached texts as a member of the ELA community, analyzing and producing literary works, CDL occurred. When she engaged students into the work of art critics, doctors, and historians, ELA-specific CDL could not exist within the confines of this study. Furthermore, even though she regarded texts as representational and felt comfortable using metalanguage analysis, her style of teaching gave students an opportunity to develop and use their own strategies rather than explicitly teaching them how to construct critical disciplinary knowledge. Finally, her instruction often stopped short of democratic classroom discussions, reconstructing texts, and using literacy to promote social justice. To arrive at a more complete understanding of the factors that promoted and inhibited Ms. Dickens' CDL instruction, I turned to inductive analysis.

Inductive Analysis: Factors that Promoted or Inhibited CDL

Inductive analysis revealed that Ms. Dickens' use of project-based learning contributed both to factors that promoted and inhibited her CDL instruction. Promoting factors that contributed to Ms. Dickens' ability to perform CDL practices were her use of PBL which allowed her to incorporate her identity and interest in missing voices into a curriculum that was largely student-led. Factors that inhibited her ability to implement CDL practices included incongruences between CDL and PBL which advocates for interdisciplinary and student-led approaches. Interdisciplinary work potentially took away opportunities to further critical disciplinary knowledge in English and when students led their own learning, they often avoided certain critical issues. Furthermore, Ms. Dickens missed opportunities to promote agency and social justice possibly due to the homogeneous environment. Table 4.4 describes how the emerging and focused codes became the theoretical codes that will be discussed.

Table 4.4 Description of emerging, focused, and theoretical inductive codes (Ms. Dickens)

Emerging Codes	Focused Codes	Theoretical codes
Understands texts as representational, Background Information, Effective Use of Texts, Critical questions, Direct instruction of critical issues, Individual vs. collective, Teacher interests, Teacher content knowledge	Understands Texts as Representational Identity	PBL considers identity
Adaptable lesson plans, Providing historical context, Allow students to struggle with texts, Allow students to construct own knowledge, Missing Voices, Authors' Bias, Adds CL to preplanned lessons, Choosing nontraditional supplementary texts, Uses traditional texts, Curriculum opportunity for CDL, Explore language, scaffolding	Freedom Analyzing Missing Voices Considering Authors' Bias	PBL offers curricular freedom to explore missing voices and authors' bias
Less use of direct instruction, Allow students to construct own knowledge, Recognize students' use of CDL, Transfer of CDL methods, Positive student outcomes, Students demonstrate understanding of CL	Connecting to students' interests Recognizing transfer Students' maturity	PBL is student-led
Confuses DL for CL, Confuses CL for DL, Regards Interdisciplinary Work DL, Historical context, Interdisciplinary engagement	Interdisciplinary engagement	PBL and CDL incongruences: PBL is interdisciplinary
Allow students to construct own knowledge-student-led, Less use of direct instruction, Allow students to construct own knowledge, Students choose not to pursue certain critical issues, Text complexity	Avoiding critical issues Less direct instruction	PBL is student-led
Avoiding naming the dominant group, Stopping short, Limited opportunities for social justice, Lack of understanding of CDL, Missed opportunities, Due to English literature, Fear of negative student responses, Time	Stopping short-fear of student responses, avoiding naming the dominant group	Homogeneous environment

PBL Considers Teachers' Identities

A project-based learning framework proved to be instrumental in the factors that promoted and inhibited Ms. Dickens' CDL instruction. First, the PBL framework in which Ms. Dickens' rooted her instruction considered her identity in a manner that allowed her to incorporate a critical disciplinary stance toward texts. van Lier (2008) asserts that action-based learning frameworks, such as project-based learning makes agency rather than curricula the defining construct for students and teachers. In Ms. Dickens' case, her identity as a German-American helped to form her critical stance toward texts.

Ms. Dickens' maternal grandparents immigrated from Germany in 1952 and years later started their own prosthetics and orthopedics business. Her mother was born in America and was raised bilingually and because many family members spoke only German, it was important to her that her children could communicate with them. Therefore, Ms. Dickens' upbringing was bilingual as she and her siblings were spoken to and read to in German at home. Ms. Dickens' family had a few close German American friends and family and they all regularly attended "German Club" where they could all congregate. However, her German heritage, which was a mark of pride for her, presented occasions for peers to call her and her family names like "Nazi" and other slurs from WWI and II. Her peers also teased her and her siblings based on their ethnic names, code switches (Stewart & Hansen-Thomas, 2019), and overall "different" upbringing. Ms. Dickens explained that these occurrences happened at school, in their neighborhood, or even at the grocery store. A specific example of mistreatment came during her time at school because she needed ESL support that others didn't. Students knew she was "different" and therefore did not accept her. She said,

You wouldn't think first and second graders would even know the word "Nazi," but they did. There is some learning that occurs outside of school. I dealt with that word through high school and even into college. There is no backlash for calling someone a Nazi.

Because she was teased, Ms. Dickens felt like an outsider or "un-American." She reflected, "These obstacles and more helped to form my instructional beliefs and strengthened my mental fortitude as well." Her identity as a German American offered a unique perspective to this study as a White woman persecuted for her nationality. Furthermore, because Ms. Dickens experienced mistreatment based on her nationality, it made her more sensitive to other social injustices. This motivated her to create a project-based curriculum which focused on missing voices and authors' bias.

PBL Offers Freedom to Explore Missing Voices and Authors' Bias

Another promoting factor of PBL is that it offered Ms. Dickens' the freedom to explore authentic critical work by allowing her to explore those groups excluded from texts and authors' bias. Similar to DL, PBL engages students in real-world activities that mimic the professional members of the disciplines (Krajcik & Blumenfeld, 2006). In this case, Ms. Dickens understood that literary critics consider audience and authors' bias (Rainy, 2017; Reynolds & Rush, 2017).

Analyzing missing voices

One way that Ms. Dickens adapted her curriculum to address missing voices was by emphasizing individual versus collective accounts of historical events. This belief was enacted in 25% (n=3) of the lessons. In her introductory interview, she explained, "I had the intent of switching this class especially after we get past these kinds of general ideas to make it more based upon a specific people and stories so it's more personalized and a more intentional emotional connection." Ms. Dickens understands the detrimental effects of a "single story" (Adichie, 2009)--providing students only one side of the story. Furthermore, when students can

learn someone's story rather than a collective history, there is a greater chance that students will demonstrate empathy (Mirra, 2018) which was important to Ms. Dickens. She further explained, "I emphasize personal experiences having great worth in learning about war because it's too easy for students to overlook how it affected real people." For this reason, she had students read her grandmother's personal testimony about living in East Germany during and after World War II and the Soviet occupation. Using this text gave students a window with which to understand their teacher. In this way, Ms. Dickens positioned herself as a cultural being (Moje & Hinchman, 2004), which opened opportunities to connect with her students.

Ms. Dickens also directly addressed the need to discover whose voices were not heard throughout history and literature. For example, when students were discussing *The Wasteland*, Ms. Dickens took the time to discuss how women during the war were given new roles, but after the war, the roles didn't exist anymore and women were put "back in their place." In her introductory interview, Ms. Dickens explained that when they discuss race and gender, it is in the context of history. Teaching race through historical contexts can be problematic when teachers do not make connections to current issues with race (Banks, 2013; Janks, 2013). However, the ways in which Ms. Dickens provided opportunities for students to learn about social issues from the past opened their eyes to missing voices usually left out of history textbooks. She explained

I believe that knowing about historical and modern events in other countries is the most important way to exercise our global citizenship. As a developed first world country, our privileges outweigh our problems and recognizing that is one way to promote more critical thinking about ourselves and the world.

By discovering missing voices, students were given the opportunity to recognize minoritized groups they may not have previously considered.

Considering authors' bias

Ms. Dickens also intentionally taught students to analyze the authors' bias even before we began the study and this naturally continued throughout most lessons with direct instruction in three. Being able to identify authors bias was important to Ms. Dickens. She said,

I think that...saying there is bias in a work...is one thing, but until you actually have them start delving into what it looks like in the text itself, then you can say it all you want, but that's not proving that it exists.

To teach students to identify authors' bias, Ms. Dickens taught them to source their materials in order to know the writer (Wineburg, Martin, & Monte-Sano, 2011), analyze biased language (Stevens & Bean, 2007), and consider the intended audience (Brauer, 2018). She emphasized, "They have to analyze it (the text) not in the sense of trying to access external meaning but in the sense that they have to know how the biases and perspectives are playing a part." Teaching authors' bias was especially prominent regarding the Beowulf analysis.

To understand why Ms. Dickens had students compare how the translation used language to describe certain characters as heroes and the others as demons, Ms. Dickens explained,

I did this to show how intention and bias differ because of this one translation. Rewriting the text helps students understand that how you read a text and how it's interpreted are two different things...Understanding where research comes from changes the information you get.

Ms. Dickens was determined to show her students that the way a writer uses language reveals their intentions and that this changed according to various translations. Ms. Dickens then asked students to consider the implications of other texts that had multiple translations and what happens when these translations are not critically analyzed. Ms. Dickens' interest in planning units in which students could analyze missing voices and authors' bias gave students the opportunity to explore critical lenses. She felt this was possible under a PBL framework which

afforded great freedom. As a PBL school, students were familiar with taking ownership over their learning.

PBL is Student-Led

Finally, PBL also “allows students to investigate ideas, propose hypotheses and explanations, discuss ideas, challenge ideas of others, and try new ideas” (Krajcik & Blumenfeld, 2006, p. 318). Not only does PBL provide students the opportunity to construct their own knowledge, it allows teachers the freedom to adapt their instruction to suit students’ needs (Hmelo-Silver & Barrows, 2006). Therefore, under the PBL model, Ms. Dickens allowed students to construct their own knowledge (Wilder & Herro, 2016) rather than explicitly teaching them strategies. There were seven instances where Ms. Dickens explicitly explained why she did not believe in an overabundance of direct instruction. For example, she stated,

Direct instruction is what I liken to the Banking Method. You are given a strict outline and forced to follow it. By giving them less of that, they are able to have the freedom to look at texts more critically as they are more comfortable with a method that they are choosing.

Less direct instruction promoted CDL because students led their own instruction and learned to ask good questions. For example, when students were reading *Rip Van Winkle*, she had initially provided guiding questions for them, but when I observed, she decided to have them discuss amongst themselves to see what they generated on their own. If they “came up with great stuff,” she was going to have them create examples of guiding questions.

Ms. Dickens also thought that direct instruction may actually inhibit students’ growth. She said, “I would say actually kind of the whole lack of direction on my part gave them more use of critical lenses.” Ms. Dickens felt that giving students time to work through critical analysis of texts deepened their understanding of social issues. Ms. Dickens’ PBL framework, in general, meant less direct instruction (especially whole group) and more student-led inquiry.

PBL sparks engagement in research, writing, and performing as students learn from their own sustained questions (Lent, 2016, p. 111), and because the whole school functioned this way, her students expected to construct their own knowledge. Ms. Dickens believed that she just needed to provide opportunities. She felt very comfortable having students learn directly from text rather than from her and encouraged them to wrestle with texts and develop their own strategies. In an interview, she explained, “I don’t want to give them my knowledge,” meaning she wanted them to construct their own. Therefore, PBL gave her students freedom as well as allowing her to infuse CDL into her curriculum.

Recognizing students’ abilities to transfer critical analysis

Regardless of the choice to provide less explicit instruction, Ms. Dickens acknowledged that her students transferred critical disciplinary strategies anyway. For example, even though Ms. Dickens only provided the topics for students to research, the 1500s group focused on women’s oppression, the 1600s group focused on the discrepancy between the quality of health care between the poor and wealthy, and the 1700s group were able to recognize how “witches” were used as scapegoats to blame women for social problems at that time. Students were also eager to learn about other minoritized groups who were targeted during the Holocaust. Students not only transferred their understanding of oppressed groups but also the way they looked at language.

Ms. Dickens realized that once she introduced biased language in preparation for Beowulf, students also transferred this to future units. She said,

I think that the 10 + 10 work that we did and the set up where they read the articles about bias...has really made them more critical of what they’re reading...because I hear them saying ‘Well this doesn’t match up’ and ‘This doesn’t sound right’ and ‘I don’t think this is a good resource’ and ‘I’m not going to use a blog because that is only one perspective’ and so I think that planting the seed in Beowulf, of being wary of what you’re reading and who made it and why they made it, kind of helped them at least with their research.

Therefore, once Ms. Dickens' students became aware of the political nature of language, they began to notice language in all texts. Overall, Ms. Dickens' CDL instruction was promoted because of PBL considered her identity, offered her freedom to adapt her lessons, and gave students the opportunity to construct their own knowledge. However, several factors inhibited her implementation of CDL.

Factors that Inhibited Ms. Dickens' CDL Instruction

While PBL promoted Ms. Dickens' CDL instruction, certain factors also inhibited it due to incongruences between PBL and CDL. While CDL is discipline-specific and requires teachers leadership, PBL advocates for interdisciplinary, student-led work. Promoting agency beyond the classroom walls also inhibited Ms. Dickens' CDL work perhaps due to the homogeneous environment.

PBL as Interdisciplinary

Interdisciplinary work often occurred within Ms. Dickens' projects, a common instructional technique within PBL (Savery, 2015). When students are given the opportunity to solve authentic problems in the world, they often use knowledge from various disciplines in order to produce new knowledge. For example, in order for Ms. Dickens' students to understand Roderick's behavior in *Fall of the House of Usher*, students researched his symptoms on various websites. While students were engaged in ELA disciplinary work as they constructed an essay describing his symptoms and diagnosing his mental illness, Ms. Dickens stated that she was inviting them into the medical discipline calling them doctors. Ironically, PBL originated in the medical field (Mayer, 2004) as they valued the interdisciplinary nature of medical practice. And while this study values interdisciplinary work in certain contexts, it becomes problematic when trying to understand then what authentic ELA work entails. Therefore, researching medical

websites to diagnose a mental illness does not constitute authentic ELA work at all even though learning more about mental illness is important disciplinary work.

In order to successfully incorporate CDL into her curriculum, Ms. Dickens needed to fully understand how the ELA discipline engaged students in authentic disciplinary work, elicited/engineered strategies that members of those communities used to navigate their work, and examined discipline-specific language in order to evaluate a text's worth (Moje, 2015). One of the biggest factors inhibiting Ms. Dickens' CDL instruction was her confusion about what the English Language Arts discipline entailed (engage). In her introductory interview, Ms. Dickens explained that authentic disciplinary work involves students' understanding of the difference between reading and comprehending. She explained, "I do think comprehension is necessary to assist in understanding as well as vocabulary, but many times in more difficult texts, the concepts/overall point is more important." However, all disciplines require an understanding of reading and comprehending their discipline-specific texts (Lent, 2016). Within ELA instruction, so much of the emphasis seems to be about getting students to comprehend texts before doing authentic work (CCSS, 2010), but in other disciplines, they already understand that the work is most important (Shanahan & Shanahan, 2008). Furthermore, if students can understand the plot and theme of the text but cannot comprehend the underlying political ideologies, their comprehension is limited (Freire & Macedo, 1987; Luke, 2018). Therefore, if comprehension is not the ultimate goal of ELA work, what is?

This study's premise of authentic disciplinary work is rooted in DL research and theory. The discipline of English and all it entails is difficult to define and constantly evolving (Smagorinsky, 1995, 2015). For example, Moje (2015) provides examples of authentic work in ELA as including language and literary theorists or critics. She claims that their work involves

finding “evidence inside a text and using an author’s words within a given theoretical perspective to make an argument about that text” (p. 263). However, Smagorinsky (2015) notes that ELA has traditionally involved composition, reading literature, and grammar instruction, but now extends to communicative competence, reading informational literature and pop culture, and the study of various dialects. Shanahan and Shanahan (2008) include an analysis of the authentic practices that chemists, historians, and mathematicians perform, but do not include those engaged in the English discipline in their study. Finally, Zygouris-Coe (2012) states that history teachers are best positioned to teach students to read and write history, while English teachers are best suited to teach literature and literary analyses. Even though the CCSS in ELA advocate for more emphasis on expository texts and integration of literacy in mathematics, history/social studies, science, and media/technology (Zygouris-Coe, 2012), teachers within those disciplines are in charge of those literacy skills (p. 41-2). Based on these claims, researching and diagnosing medical conditions and analyzing art were not considered authentic ELA work in this study.

Broad definitions of disciplinary work can make it difficult to know exactly when students are engaged in work specific to ELA (McComiskey, 2006). During the first few interviews, when I would ask, “How did this lesson demonstrate disciplinary literacies,” Ms. Dickens would almost always ask for clarification. I would then ask her what authentic work her students engaged in. Still, she would often tell me that she engaged them in the authentic work of a historian, doctor, teacher, and researcher. This vague notion of ELA meant that Ms. Dickens engaged students in interdisciplinary work, but not necessarily the work of an author or literary critic. When I pushed her to think again about what discipline she was engaging them in, she said, “I don’t know. I guess it goes back to the fact that I do things, but I don’t know why I do them.” When I formally asked her what authentic ELA work is, she explained, “I think authentic

disciplinary work is difficult to encapsulate in a phrase, but reflecting on it, I believe that it is allowing students to take ownership over questioning the status quo/the norm through multimedia texts.” Here, she viewed authentic ELA work as demonstrating a critical stance toward interdisciplinary texts. While some scholars do consider critically questioning multimedia texts as ELA work (Brauer, 2018), I would argue that this skill should be taught across all disciplines as well. Her natural inclination toward critical literacies indicates that if Ms. Dickens would have focused her efforts on literature, then CDL would naturally have occurred. However, because of the interdisciplinary nature of her lessons, students may have missed opportunities to hone their ELA-specific skills.

PBL as Student-Led

While the student-led nature of PBL promoted Ms. Dickens’ CDL instruction, it also inhibited it. In PBL, learning is driven by an authentic, ill-structured problem (Wilder & Herro, 2015)--meaning students generate their own questions rather than answer questions posed by the teacher. For example, this was evident in Ms. Dickens’ instruction when she asked students to research women, witch hunts, medicine, or people in minoritized groups from the 1500s, 1600s, and 1700s. However, no group chose to research people in minoritized groups. Even though Ms. Dickens gave the parameters of the study, students generated and answered their own questions regarding the other topics. While some argue that PBL is a “minimally guided” method of instruction (Clark, Kirschner, & Sweller, 2012), others argue that PBL is a highly scaffolded method that raises student achievement on standardized tests (Hmelo-Silver, Duncan, & Chin, 2007). PBL advocates contend that scaffolding is necessary to teach students how to do a task well and why it should be done a certain way (Hmelo-Silver & Barrows, 2006). Scaffolding also guides students in sense-making, managing their research and problem-solving processes, and encourages students to articulate their thinking (Quintana, Zhang, & Krajcik, 2005). While Ms.

Dickens did provide her students some support, more direct instruction may have furthered conversations regarding power and accountability. CDL requires students to analyze political and social ideologies that they may or may not be aware of (Dyches, 2018a; 2018b). PBL and DL specifically invite students to the practices and conceptualizations of the disciplines (Hmelo-Silver, Duncan, & Chin, 2007; Lent, 2016) but they do not necessarily promote critical analysis (Dyches, 2018a; 2018b). CL requires direct instruction (Stevens & Bean, 2007) from a teacher in discovering that texts are representational, metalanguage analysis, having democratic discussions, deconstructing and reconstructing texts, and promoting social justice as they are not currently reflected in the Common Core (CCSS, 2010). While Ms. Dickens did not employ pure discovery learning (Mayer, 2004), there were many opportunities where more guidance was needed to develop students' understanding of the oppressed groups they studied and the implications of their research. In her final interview, she reflected, "I think that I did well pushing students to look at ideas/perspectives that are not their own and being critical of their own ideas. I think I could improve by teaching more critical lenses, and overall being more direct with the purpose of CDL instruction." It was important to Ms. Dickens to create projects that opened her students' eyes and give them opportunities to include excluded people, but CL requires direct instruction so students can be agentive out of the classroom (Behrman, 2006).

The Homogeneous Environment

The final factor that inhibited Ms. Dickens' CDL instruction that promoted students agency may have been attributed to the homogeneous environment; rural, White, lower-middle socioeconomic status; students seemed very like-minded. Tanner (2014) explains "Traditional white privilege pedagogies in the K-12 context often end with white students admitting they have privilege with little idea of how to take action to resist white supremacy" (p. 66). However, Ms. Dickens didn't consider herself the same as her students which made her hesitate to call out

dominant narratives. To understand why Ms. Dickens' sometimes hesitated to name dominant narratives, I asked how her identity as a White German American affected her instruction as opposed to a White American woman. I queried, "How does your treatment as a child help you identify with minoritized groups? How do you negotiate your feelings of persecution and your White privilege?" She explained,

I know I have a perspective that can promote CDL, but at the same time, it's not something outwardly that I show. If you go through years and years and years having people say negative things about your heritage and your culture, you assimilate. It's a mechanism to help you cope with America.

To understand her position as a White German American, I asked, "Even though you're an American, do you view yourself as "other"? Ms. Dickens quickly replied, "Yes." This would corroborate how I observed classroom discussions on Whiteness as viewed in the same way as "Gypsies," "Black Britons," and "Gay Germans." When I asked Ms. Dickens about how her identity informed her understanding of texts, she reflected

I think the fact that I grew up in duality promotes my understanding. I was always surrounded by other immigrant families at gatherings or German club. The rest of my life, I was around an array of nationalities and languages through the friendships I have made.

Therefore, Ms. Dickens grew up feeling like an outsider, outside of the dominant narrative. Teachers who feel apart from the dominant society in which their students belong often struggle confronting the dominant narrative (Picower, 2009). This may be why she was more comfortable calling out issues related to gender rather than race. She explained, "This group is very good at talking openly about it [gender bias in Beowulf]...I was excited about how this group did because we were able to get to a different level than the previous class." When I asked Ms. Dickens why she expected so much from this particular class, she explained, "I have known many of them since they were freshmen, a year now, so I have gotten to know some of

their personalities and how they think and process information.” When I asked if her instruction would have changed if she would have taught a different group she said,

Yes, a hundred percent...I think that if it would have been a totally different group that didn’t show any interest in questioning ideas, it may have been more of a push for me to get them to where they are.

Here Ms. Dickens recognized that it was more comfortable discussing certain critical issues over others and that the homogeneous nature of her students aided in her ability to confront systems of power. However, all students can benefit from democratic conversations about critical issues that they might not otherwise have a chance to explore (Delpit, 1988; 2006).

Concluding Ms. Dickens’ Case

Ms. Dickens’ case was one marked by her infusion of CDL in a PBL environment. While her identity, curricular interests, and student-led classroom made her an excellent facilitator, PBL often restrained her from fully engaging students in ELA-specific work and knowing when and how to scaffold CDL work in a way that pushed her like-minded students to evaluate, have democratic discussions, and reconstruct texts to promote social justice. While she often had a CDL stance, she preferred to have students develop their own strategies and offered them freedom to explore critical issues on their terms. As a first year teacher, Ms. Dickens wrestled with knowing when to push students and when to walk away.

Ms. Dickens’ CDL instruction was promoted when she provided her students with the opportunity to explore minoritized and missing voices that are often ignored. Her identity as a White German American, who was teased because her language and culture were different from others, made her particularly sensitive to individual stories that are often lost among historical recounts. Therefore, she is sensitive to her students’ needs, always available to them when they need her, and motivated to make their classroom experience fun and enjoyable.

Ms. Dickens' sensitivity to those who are minoritized also helped her understand how texts are used to perpetuate dominant ideologies and further oppress others. Her emphasis on finding missing voices was prevalent in almost every observed lesson and students were given many opportunities to learn about Black Germans, Black Britons, Gay Germans during WWII, Roma Gypsies, and the people represented in the modern genocide they chose to study. Minoritized groups are commonly overshadowed by the White victims of WWII and Ms. Dickens fully understood the implications of learning only the dominant story.

Furthermore, Ms. Dickens positively related to her students and believed that they were capable of learning CDL and other advanced literacies on their own. She gave them full autonomy to research and explore the missing voices and made them responsible for bringing the information to their peers. Her love for students promoted a positive classroom climate in which they worked hard and a feeling of mutual respect hung in the air. Ms. Dickens put forth effort in incorporating CDL within her classroom, and while her identity, curricular interests, and belief in students promoted her ability to do so, they also inhibited elements of her instruction.

While Ms. Dickens understood that all texts are representational, her confusion regarding authentic disciplinary work resulted in practices outside of her discipline. At the beginning of the study, she engaged her students in the work of an art critic, a doctor, and a teacher. Through our collaboration, Ms. Dickens became more comfortable with engaging her students in ELA-specific work. Her confusion resulted in interdisciplinary work that may also be effective, but contrary to the focus of this study: understanding CDL specific to ELA. While PBL also advocates for interdisciplinary exploration (Savery, 2015) and collaboration, Ms. Dickens sometimes built students' historical knowledge rather than their literary knowledge.

Another inhibiting factor was her struggle knowing when to provide enough modeling and direct instruction with PBL. While PBL advocates for student choice and independence, Ms. Dickens may not have provided enough modeling and instruction in evaluating texts, confronting dominant narratives, and deconstructing and reconstructing texts, and promoting social justice. Student-led projects can be motivating and fruitful, but CDL requires a teacher who directly teaches texts and confronts dominant ideologies (Dyches, 2018a, 2018b). Because of the homogeneous environment, Ms. Dickens' students could not have done this work without her guidance.

As a reflective and passionate teacher, Ms. Dickens was aware of the factors that promoted and inhibited her instruction of CDL. I am sure she will continue her work as she becomes a veteran teacher committed to critical work. In our final interview, I asked her what she learned from participating in this study. Ms. Dickens reflected,

I think I could improve by teaching more critical lenses, and overall being more direct with the purpose of the CDL instruction. Such as simply telling them why we are doing it. I learned that if I just go for it, then it will work. They'll be receptive.

During this study, Ms. Dickens' confidence in CDL grew as she became mindful of the ways in which more direct instruction and a push to confront social issues can benefit her future students as they learn to establish their stance, learn strategies, and attain the agency they need to promote social justice.

CHAPTER 5. EXPLICIT CRITICAL DISCIPLINARY STRATEGY INSTRUCTION WITH SIXTH-GRADERS: MS. AUSTEN'S CASE

West Cedar Middle School

West Cedar Middle School is in a small Midwestern town of only 430 people called Appleville. Appleville is the central location of a consolidated school district of five separate towns, the largest of which is Cedarville. These towns are in close proximity to the metropolitan area, but far enough away that they are not considered suburbs. Affluent, mostly White people who work in the city, but still want to live in a small-town community and have their students attend a smaller school, make up most of West Cedar's population.

Twenty years ago, Cedarville was a tiny town with a local service station, a church, and a couple of small businesses, but in the last ten years has grown exponentially to include a new and improved gas station, grocery store, real estate businesses and banks, and strip malls that include nail, hair, and tanning salons. Cedarville also contains a quaint town square with a famous pizza place, a couple of bars, and a smattering of other small businesses. Many neighborhoods contain beautiful, big houses and the more modest neighborhoods contain newer homes. These homes start at \$250,000: about \$50,000 more than if acquired in the nearby city. Rush hour proves exasperating for left turners now as they commute and the small town feel is probably not going to last much longer. Rather than feeling like a secluded town, there is little separation between Cedarville and West Cedar School District is bursting at the seams.

West Cedar credits themselves with having high academic achievement and a thriving sports program. West Cedar Middle School has 385 students (96% White, 1.3% Hispanic, .03% Asian, and .03% Black). Eleven percent of students receive free/reduced price lunch, which is the lowest in the state, and their graduation rate is 95%. When I walked into West Cedar, I had to use a specific door to be buzzed in by two, friendly office managers. West Cedar is very clean

and organized. I used an immaculate staff bathroom, but the bathrooms for students were always clean, with no litter, and all the stalls in the girls' restrooms had working locks. While the school is not new per se, it is in impeccable condition, like Noddings High School. I always arrived at 10:00 while students were hurrying to third period, so I walked amongst them. It was fun to see how small middle schoolers are and how much energy they have. They are all smiles as they stop at their lockers in a hurry so as not to be late for class. Teachers supervised the halls during passing periods reminding students not to run, but overall, I did not hear many directions from teachers; students just walked to their next class because they were supposed to.

During my observations, Ms. Austen mentioned numerous school initiatives to promote positive behavior. Even though I never saw behavioral problems besides students speaking out without raising their hands, playing with their pencils too much, and kneeling instead of sitting in their seats, West Cedar middle school was concerned with their students' behavior, as was Ms. Austen.

Ms. Austen

Ms. Austen was a White, second-year teacher enthusiastic about incorporating CDL and other social justice pedagogies into her instruction. She thanked me for including her in this study because she had wanted to include more social justice teaching methods into her curriculum and did not know how. Ms. Austen is very well traveled for her young age. She has been to South Africa and visited the prison on Robben Island in which Nelson Mandela was held for 27 years and completed part of her student teaching in Norway. In her introductory interview, she emphasized how important it was to experience other cultures and have a "multicultural" curriculum. She has also been to Australia and Costa Rica. She believed that sharing these experiences with her students enhances their ability to realize the struggles of others as it has enhanced hers. She explained, "Traveling is extremely important to me because it is how I

developed my open mindset and cultural understanding/appreciation. I feel that traveling can teach a person just as much as any class.” Ms. Austen loved to share her travel experiences with her students as well so that they could benefit from her experiences.

Ms. Austen planned instruction with the other sixth-grade literacy teacher, but she still had the autonomy to create curricula and choose texts that she felt would teach the standards within the confines of their predetermined units. Observations and interviews occurred 12 times over 16 weeks during her second block, an ideal time because her sixth graders were wide awake but not affected by the after lunch lull that so often occurs during the school day. Even though I interviewed Ms. Austen right before her lunch, she always made time for me and spoke in great lengths. She was very candid and open in her interviews, and I appreciated the time she spent planning lessons that incorporated components of CDL to the best of her ability.

The Class

I observed Ms. Austen's second of three sixth-grade literacy blocks because she felt these students were the most well-behaved. The class is a traditional language arts block but is referred to as literacy at West Cedar, a trend increasing in popularity in the state. Her class contained 30 students, 14 boys and 16 girls all identifying as White. They were so young compared to the high school students in my other cases and as a former sixth grade teacher, I was surprised how little they were. One student even came up to me during a break and asked if I was recognized. When I asked him what he meant, he explained that since I was a researcher and writer I was probably recognized when I was out in public. I assured him, not yet. Ms. Austen had difficulty teaching sometimes only because students had so much to say and were so excited to say it. Everything was so exciting! Every Friday, Ms. Austen would end class by playing a game with them for the last three to five minutes. Students would be so excited, she would have to threaten to take away the time to play if they couldn't listen to the instructions. Even though I helped Ms. Austen co-

plan some of her lessons, during my observations, I was usually sitting and taking notes. However, when students worked independently, I would approach them and ask if they needed any help, and they were always happy to share their work with me. For example, when students were creating their websites, they were eager to show me the features they chose to make them look real. When Ms. Austen announced that I was observing for the last time, the whole class erupted in disappointment. It was always a pleasure to belong to such a warm classroom climate.

The Classroom

Ms. Austin's classroom was clean and organized. She used her front whiteboard often which contained the agenda for the day, students' writing prompt, date, and upcoming events. She had many posters around the room about ELA grammar and spelling rules along with an assortment of hand-made posters of skills she had previously taught. In the back corner, she had comfy chairs and pillows near a bookcase where students could sign up to sit during independent reading time. Students would also go back and sit there during their 5-minute break between periods unless Ms. Austen suggested they go out in the hall to "take a real break." In the opposite corner of the room were three computers that students could use if they needed access to the Internet, but there was also a computer lab they used when everyone needed a computer. Students at this school did not carry Chromebooks or iPads.

When I first began observing, students sat in five rows facing the front of the room. However, halfway through the study, at the beginning of their literary nonfiction units, desks were put into four-person pods. Students were allowed to choose from a variety of books for their nonfiction unit, so they sat according to their book choice. I was anticipating more talking or off-task behavior due to the new seating arrangement, but students were very successful. Even though this was a large class, sixth graders are small people, and there was plenty of room.

Besides sidebars and some speaking out instead of raising hands, I never witnessed any disrespect from Ms. Austen's students. Students were eager to learn and happy.

Findings: CDL with Sixth-Graders: "You Can Talk About Anything" Except...

Data Sources

Ms. Austen's case is marked by her explicit instruction of disciplinary literacies and concern for raising her sixth-graders social justice awareness. The deductive analysis showed she adamantly stayed true to her discipline engaging and eliciting/engineering discipline-specific strategies but hesitated to allow students the opportunity to evaluate and critically analyze how disciplinary texts are often exclusive of minoritized groups. Rather than deconstructing texts for systems of power, her instruction incorporated multicultural texts and character education. The inductive analysis showed that the factors that promoted Ms. Austen's CDL instruction were her explicit instruction, her concern for raising students' social justice awareness, and her positive perception of her students, while factors that inhibited her instruction included her lack of awareness that disciplines are "cultures" (Moje, 2015) that need to be examined, and her use of "multicultural education" and "character education" that she understood as CDL practices.

Table 5.1 describes the main units and lessons I observed. Ms. Austen's curriculum was structured in units which began with writing a literary essay, continued with the creation of a website devoted to an activist, and concluded with a literary nonfiction unit. Observations were the primary source of data used to understand Ms. Austen's practices, and the post-observation interviews provided her insights regarding her practice.

Table 5.1 Description of Ms. Austen's units and lessons

Unit	Lessons 1	Lessons 2	Lessons 3	Lessons 4	Lesson 5
Literary Essay	Analyzing character traits in <i>Names/ Nombres</i> by Julia Alvarez	Analyzing character traits in <i>Thank You Ma'am</i> by Langston Hughes and <i>The Friday that Changed Everything</i> by Anne Hart	Peer editing literary essays		
Activist Website	Finding the central (main) idea and biography of Malala	Note-taking and researching chosen activist	Research checklist and creating a website	Finishing websites and website analysis	
Literary nonfiction	Empathy, Emmett Till video, and activist posters	Authors' bias and Nelson Mandela articles, Read Aloud <i>Stolen into Slavery</i> by Dennis and Judith Fradin	Collab. Lesson on authors' bias using vaccine/ anti-vaccine articles	Authors' bias, point of view, Daylight Savings Time	Authors' bias, point of view, empathy, and <i>Stolen into Slavery</i>

Analysis showed that Ms. Austen was well versed in DL practices but less knowledgeable about CL practices. Table 5.2 describes the number of lessons in which Ms. Austen practiced the 12 a priori codes of DL, CL, and CDL.

Table 5.2 Number of lessons containing code

A priori codes	Observable lessons (out of 12 observations)
DL 1: Engage	100% (n=12)
DL 2: Elicit/Engineer	100% (n=12)
DL 3: Examine	67% (n=8)
DL 4: Evaluate	25% (n=3)
CL 1: Texts are representational	0
CL 2: Create a democratic classroom	0
CL 3: Metalanguage analysis	0
CL 4: Cycles of deconstruction/reconstruction	0
CL 5: Literacy to enact social justice	0
CDL 1: Critical analysis of disciplinary texts/knowledge	0
CDL 2: Critical and disciplinary strategies to acquire knowledge	0
CDL 3: Authentic disciplinary work towards social justice	0

Table 5.3 provides the number of codes within each lesson to demonstrate how each lesson successfully or unsuccessfully contained elements of DL, CL, and CDL. Because CDL encompasses codes from DL and CL, I have color coded them, but in Ms. Austen's case, DL and CL did not overlap. These deductive codes will be discussed in detail in the remainder of this chapter followed by a discussion of the factors that promoted and inhibited her instruction.

Table 5.3 Codes within each lesson

	Engage	Elicit/ Engin,	Exam.	Eval.	Texts as Rep.	Demo. Class	Meta- lang.	Decon/ Recon	Social Just.
Lesson 12/4	X	X	X						
Lesson 12/11	X	X	X						
Lesson 12/18	X	X							
Lesson 1/07	X	X	X						
Lesson 1/16	X	X							
Lesson 1/25	X	X							
Lesson 2/06	X	X	X						
Lesson 2/15	X	X	X						
Lesson 3/01	X	X	X	X					
Lesson 3/08	X	X	X	X					
Lesson 3/13	X	X	X	X					
Lesson 3/29	X	X							

*Yellow shaded boxes indicate CDL 1: Critical analysis of discipline-specific text

*Green shaded boxes indicate CDL 2: Critical disciplinary strategies to acquire knowledge

*Blue shaded boxes indicate CDL 3: Authentic disciplinary texts to promote social justice

*Gray shaded boxes indicate an absence

Results from the Deductive Analysis

Engage: Connecting to the “Real World”

Findings showed that Ms. Austen engaged her students in all 12 lessons by specializing in the literacy practices of her discipline (Moje, 2015). To help guide her work, Ms. Austen likened authentic ELA skills to those practiced in particular careers such as literary critics, editors, nonfiction researchers, journalists, website designers, biographers, and authors. Ms. Austen spoke explicitly about the various “jobs” that students were going to do. Initially, the “work” involved skills-based rather than authentic problem-solving. Throughout the study, though, Ms. Austen demonstrated growth engaging students in the inquiry work required of DL (Moje, 2015).

Initially, Ms. Austen engaged her students as editors as they peer-edited each other’s literary essays. While students in traditional ELA classes often peer edit, Ms. Austen connected her students to the work of editors, saying, “I’m your boss, you all work for me, and we own a publishing company. We were given 29 essays, and we are going to edit these essays and I’m going to teach you how to edit.” Ms. Austen invited students to engage (Moje, 2015) as self-editors, beta readers, developmental editors, copy editors, and proofreaders. After she gave them a strategy for editing, she emphasized, “Your job is to be a good editor. If you don’t take your time and do well, you will not get paid for this job.” At the end of the period, students received one M&M as pay. Allowing students to reap the benefits of their hard work showed that Ms. Austen understood the practices that members of the ELA community employ (Fang & Coatoam, 2010). In the post-observation interview, she corroborated my observations by expressing, “They were acting, not only as the editing company, but they knew exactly which part of the process they were involved in.” Ms. Austen admirably ventured into disciplinary careers by researching their common practices.

Ms. Austen also effectively engaged students as investigative writers when she embarked the activist website unit. She passionately declared, “I’m going to tell you your new role as investigators.” She asked them, “Why in a research-based writing unit, would you need to be investigators? Would you want to read a true story about someone if the author didn’t do any research?” She then modeled an example of how she is reading a nonfiction book about a murder that took place emphasizing how much research was needed in order accurately depict the events. In her interview, she explained, “I tried to make it feel like they were going to be investigators because like an author for any nonfiction piece you have to do research.” She further explained, “I wanted them to know that there’s a reason why we’re going to be researching. It’s not just because you’re in school.” Engaging students in discipline-specific work gives students a reason to construct and produce knowledge rather than treating them as a receptacle for knowledge.

Elicit/Engineer: “We are doing this, because”

In every lesson I observed, Ms. Austen explicitly taught her students strategies that students used to elicit/engineer disciplinary knowledge using both content area reading and discipline-specific strategies. Ms. Austen uses various content area reading strategies to help her students elicit/engineer disciplinary knowledge. Whereas Ms. Austen felt that some strategies she taught were reflective of CL as indicated four times throughout her interviews, they were more indicative of the strategies disciplinary members use. For example, by providing context regarding the author and time period of the short stories students read, Ms. Austen elicited/engineered students’ ability to identify character traits and theme. Providing biographical and historical context is considered a content area reading strategy used to prepare students for navigating a text (Lent, 2016) Ms. Austen provided context when students read *Names/Nombres*, by Julia Alvarez, *Thank You, Ma’am*, by Langston Hughes, and *The Friday Everything*

Changed, by Anne Hart. Students learned about each author and how their backgrounds and the contexts in which they lived affected their stories.

Another content area reading strategy Ms. Austen taught to guide students as they researched their chosen activist was note taking (Fisher & Frey, 2016). She said, “Yesterday, we learned something I called ‘subtitle box notes,’ so today I want you to think about how people in all different professions take notes. Talk in your groups and come up with a method for how they take notes.” After students shared their ideas with the whole class, Ms. Austen taught them another note taking strategy that looked like an outline with a space for the source of the information, the main idea, and two supporting details. By teaching students an example of a note taking strategy first, asking students for their ideas, and then offering another sample strategy, students were given the choice to use the strategy that worked best for them.

The discipline-specific strategies that Ms. Austen used included evoking empathy and creating character charts. Evoking empathy was important to Ms. Austen as she felt that it was a skill sixth-graders were lacking. Ms. Austen first taught students to elicit empathy by defining it, but then by taking them through a series of scenarios that might help them consider how they would feel in someone else’s shoes. In this lesson, Ms. Austen exposed her students to the murder of Emmett Till, a 14-year-old Black boy. In 1955, Emmett Till was accused of whistling at a White woman. To punish him for his “crime,” her husband and half-brother beat, shot, and discarded Emmett Till into the Tallahatchie River in Mississippi. To evoke students’ empathy, Ms. Austen implored students to

Imagine you are living in the civil rights movement era. Imagine you have been accused of something that you know you didn’t do. What would you do? Now police are involved. People in the community think you’re guilty. Police are trying to pin it on you. Imagine that there’s no way to prove your innocence. Now imagine that you might die in a brutal/violent way because of the crime you didn’t commit? What would you do?

Ms. Austen used scenarios to help build empathy by encouraging students to put themselves in Emmett Till's shoes. To develop their sense of empathy even more, Ms. Austen shared a documentary that punctuated the brutality of the murder. Emmett's story was made famous by his mother's choice to leave his casket open to acknowledge the effects of racism. When students were finished watching the video about Emmett Till, Ms. Austen had them sit for a moment of silence. Building empathy was an ELA specific strategy in this example, because it was employed to understand literary nonfiction.

Another discipline-specific strategy Ms. Austen taught was a character chart. While graphic organizers are considered a content area reading strategy (Fisher & Frey, 2016), using a character chart would be considered specific to ELA for analyzing literature. After students learned the context of the short stories they studied, they created a character chart that looked like a square divided into four parts. Within each part, students wrote the author's purpose, the character's motives, the character's traits, and a theme statement. This graphic organizer guided students as they navigated the story and also provided them information with which to write their literary essay. Ms. Austen felt that strategy instruction was important disciplinary work because her students were "sixth graders and often struggled with comprehension." However, even high school students need discipline-specific strategies modeled for them (Moje, 2015).

Examine: Authors' Bias

Analysis showed that 66% (n=8) of her lessons demonstrated examining disciplinary language in Ms. Austen's instruction. While students were engaged as writers, editors, researchers, web page designers, and literary critics, explicit instruction in how these disciplines used specific discourses to communicate knowledge (Gee, 1996; Moje, 2015) was also prevalent. However, besides the examination of bias, Ms. Austen rarely addressed this tenet in her instruction or interviews.

The first and most prevalent form of examine occurred when Ms. Austen used a formula for determining the authors' bias. She taught her students four ways that authors reveal their biases by determining: the author's beliefs about the world by examining their biography, the language the author uses that reveals their beliefs, and who the intended audience is (who is included and excluded). She then had students analyze an article demonizing video games. She asked them, "How did the author show bias?" As students gave answers, Ms. Austen reiterated saying, "Used negative language, only talked about one side of the issue, and used facts to support their argument." Even though students were analyzing language, I did not code this as CL metalanguage analysis because in this case, analysis did not focus on the ways in which the authors used language to include some but exclude others (Stevens & Bean, 2007). Instead, students were identifying bias as critical consumers (Brauer, 2018).

Another example where Ms. Austen invited students to examine discipline-specific discourses was when she addressed unknown vocabulary while providing students context and while reading the three previously mentioned short stories used for their literary analysis (Names/Nombres, Thank You, Ma'am, and The Friday that Changed Everything). For Names/Nombres, Ms. Austen explained what customs means regarding the place where immigrants and travelers check their incoming goods. Students also learned how people in Alvarez's culture address themselves and students constructed their names in a similar manner. For Thank You, Ma'am, Ms. Austen reviewed contextual vocabulary as she provided context such as segregation. Ms. Austen also had students examine the language of the 1950s regarding the treatment of women as represented in The Friday that Changed Everything. Here students learned what rural, suffrage, nuclear family, and Rosie the Riveter meant to help them navigate the story. These stories also led to a lesson provided by the school counselor who discussed the

meaning of stereotypes, discrimination, and diversity. This examination of words helped provide students the language they needed to write a well-constructed literary essay regarding the themes of these texts.

Finally, when students began the activist unit, Ms. Austen prepared them by discussing the language that motivates activists: indignation and righteousness. The purpose of this was to understand how some people are moved to act based on their feelings of anger toward unjust treatment toward others and their pursuit of moral integrity. Examining these words gave students language with which to describe their activist and understand their motivations. Ms. Austen also hoped that understanding these words would fuel her students' passion. She explained, "They're going to be exposed to why things are happening in the world that they've never been aware of before and it's fuel for their indignation." Therefore, by providing her students with the discourse of activism, they were invited to that community (Gee, 1996; Moje, 2015).

Evaluate: Following the Examination of Language and to Make Claims

As previously explained, evaluate is the judgment students place on the value of knowledge based on the examination of the language used by the creator of that knowledge (Moje, 2015). This tenet is specific to Moje's (2015) teaching heuristic but is also supported by those who specialize in functional language analysis (Achugar & Carpenter, 2012; 2014; Fang, & Schleppegrell, 2008; 2010). However, functional language analysis is a form of metalanguage analysis (Halliday, 2004) used to determine whether or not the knowledge provided is inclusive of a broad audience. Because SFL is not widely used in US schools, Moje (2015) also provides examples of students "writing different versions of claims about data for different audiences to help them understand that audience and purpose shape the nature of both data and language use."

Based on these criteria, Ms. Austen invited students to evaluate texts at the end of the study when students examined authors' bias.

Due to our collaboration, Ms. Austen incorporated evaluation in three lessons toward the end of the study regarding authors' bias. She began by having students examine the language authors used that revealed their bias. Once students determined how authors revealed bias through their choice of adjectives, the attention to one side of the issue while ignoring the other side, and their attention to a particular audience, they evaluated the text by reconstructing it to remove bias. However, I coded this as evaluate rather than cycles of deconstruction and reconstruction because Ms. Austen's purpose was for students to be critical consumers of texts (Brauer, 2018). Critical consumers analyze bias to avoid manipulation (Brauer, 2018; Buckingham 2003) whereas cycles of deconstruction and reconstruction analyze bias in order to give voice to those who are excluded from the text.

For example, the first texts that Ms. Austen modeled were two short websites describing the life of Nelson Mandela. Ms. Austen read aloud from one website that she considered more unbiased by highlighting that it was written for an older audience, it was impersonal, it gave more facts, and they did not use adjectives that connoted positive or negative feelings toward him. She then read aloud the second article, which appeared more biased, and noted that the language seemed more personal, used judgmental adjectives, left out facts, but was more accessible for children.

After modeling these strategies, Ms. Austen read a biased article toward video games. Students evaluated the author's use of biased language in order to construct biased paragraphs about video games in order to appeal to the audience of their choice. This cycle of examine and evaluate spans her next two lessons as students analyze two other topics: vaccines and Daylight

Savings Time. While Ms. Austen discussed bias as demonstrating CL, she also acknowledged this as DL work explaining, “Acting as nonfiction writers and discovering how easy it is to be biased in their writing and having them critically analyze the text would also be disciplinary.” Ms. Austen’s solid foundation in disciplinary literacies effectively engaged students to elicit/engineer, examine, and evaluate disciplinary knowledge, but her lack of understanding of critical literacies hindered her CDL work.

Texts are Representational: “Aren't nonfiction texts supposed to be unbiased?”

Because a teacher’s understanding that all texts are representational of political and dominant ideologies is foundational to doing critical work (Stevens & Bean, 2007), findings showed that Ms. Austen struggled to incorporate CL tenets within the confines of this study. Either students did not analyze texts at all, or the analysis did not occur with the intent of discovering how dominant ideologies are represented and who is excluded in order to reconstruct texts to promote social justice. I had noticed her confusion regarding texts as representational right away when she misconstrued critical literacy as using texts by minoritized authors or referring to minoritized people to teach disciplinary skills. Therefore, I encouraged her to have students analyze texts to be able to deconstruct how they are representational. She said, “I like your suggestions. The only thing I was wondering about is, aren't nonfiction texts supposed to be unbiased? What could they look for to discover the author's opinions or views?” I replied, “No, no texts are unbiased. According to critical literacies theory, all texts, all instructional approaches, everything, has evidence of our political ideologies and our values and beliefs; we cannot be unbiased.” I then suggested that she use two websites about Nelson Mandela that revealed the author’s biases—one that made him look like a hero and another more flawed.

While Ms. Austen used my suggestions with the two Nelson Mandela texts and gave her students tools to analyze authors’ bias, her intention concentrated on the author’s use of bias to

manipulate. Her purpose gave her students tools to become critical consumers of texts and to promote their learning. In her post-observation interview, she explained that CL were demonstrated by allowing students "to see bias in their own lives." Therefore, her instruction stopped short of identifying dominant ideologies or oppressed groups to which her students did not belong. Instructionally, she fashioned lessons that stopped short of reconstructing the text to appeal to oppressed groups or to promote social justice. I asked her if students would have an opportunity to analyze their chosen nonfiction books critically, but she said, "Maybe not in their books because they are written as novels, but when they are finished reading, they can choose other books and articles about discrimination, so they might be better for them to look for bias." Here she demonstrated her misunderstanding that critical analysis must involve the use of texts written by or about minoritized people. While she may have understood that all texts are biased, she did not understand that all texts are representational. Even though Ms. Austen misunderstood texts as representational, which prohibited any CL practices, she attempted to create a democratic classroom, analyze language, deconstruct and reconstruct texts, and to foster social justice.

Create a Democratic Classroom: "But they're sixth graders..."

Creating a democratic classroom involves a concerted effort to confront uncomfortable social issues such as racial inequities, Whiteness, gender, and socioeconomic status (Stevens & Bean, 2007). However, Ms. Austen was hesitant to engage in class discussions of any kind. For example, every day students would respond to a writing prompt. Then she would allow a few of them to share with the whole class. Ms. Austen would then talk more about the prompt and then begin the main lesson for the day. While students were allowed to talk, they did not discuss critical issues democratically. I suggested she allow students the opportunity to talk to each other about social issues or to debate more. She replied,

But they're sixth graders, so that's the only reason I sometimes don't do that...I do have them go in groups sometimes. It's just that I don't trust that they're going to be talking about the topic, but at the same time, you kind of have to risk it because they're a lot of good things that come out of them [discussions].

Even though she was hesitant, when I arrived the next week to observe, she had moved her students into pods so that they could more easily talk in small groups. In her lesson, she also discussed expectations of a democratic classroom discussion. She asked her students,

How can we have a conversation and still respect each other and try to understand their side? Listen, provide facts...how should our body language look? Respectful? What does that look like? Also, just because I'm listening and being open-minded, does that mean I have to agree with him? No, that doesn't mean I have to change my opinion and change my beliefs. I hear you, but I'm just disagreeing with you.

While her advice was efficacious, a democratic discussion did not ensue; she quickly transitioned into her read aloud.

Even though I did not observe democratic classroom discussions, Ms. Austen did ask difficult questions confronting race and Whiteness that may have turned into a democratic discussion. As previously discussed, Ms. Austen showed students the Emmett Till documentary, so that students would understand why certain people are moved to act on behalf of social justice. After students watched the Emmett Till video, Ms. Austen asked them,

Why did his mom have an open casket? How does this relate to police brutality? How did the image of him affect you? If he was White, how do you think this would have been different? If it happened with a black man and White woman today what would have happened?

However, while Ms. Austen asked students to confront Whiteness, later in the discussion, she generally explained, "When someone has a lot of power, some people will use their power in a terrible way." So while she sometimes confronted Whiteness, other times she generalized dominant groups.

During the remainder of the study, students did talk in small groups about authors' bias, but since the intent was not to disrupt positions of power regarding race, gender, or socioeconomic status, Ms. Austen did not create a democratic classroom environment. Democratic classrooms not only ask “What is this text trying to do to me?” (Stevens & Bean, 2007, p. 65) but also what are the intended consequences on particular kinds of readers? However, there are no right or wrong answers to this question. Therefore, “various interpretations can and should be engendered with these types of questions” (p. 65). Without a democratic classroom discussion, students’ understandings about themselves and the texts go unexplored.

Metalanguage Analysis: As Opposed to Becoming a Critical Consumer

As previously mentioned, because Ms. Austen did not view all texts as representational, she did not demonstrate other tenets of critical literacies including, metalanguage analysis. Metalanguage analysis is the tool students can use to analyze language choices authors make regarding their purpose and are revealed through such features as tone, layout, images, and other textual features (Moore & Schleppegrell, 2014; Stevens & Bean, 2007). Although Ms. Austen engaged her students in metalanguage-like analysis during her lessons regarding bias, I did not code this as such because students were uncovering the “truth” of the texts, not who was excluded.

In our collaborative lesson, we had students specifically analyze who the author's intended audience was and who was missing or excluded from two articles that presented both sides of the anti-vaccine issue. Students analyzed the authors' use of biased language like, “forced, miraculous, lack of safety, stupid, serious harm.” However, because of the nature of the topic and students' negative experiences with receiving shots, the conversation that ensued became more focused on their rights as those who receive vaccinations often without their

consent rather than minoritized populations who are often unaware of the choices they have concerning their medical care and insurance. Therefore, by the post-interview, Ms. Austen also focused on forming students' opinions rather than minoritized voices as well. She explained, "By looking at the bias in the articles, that allowed them to see the bias and hopefully develop their own opinion about the topic." Her acknowledgment of students' focus showed that their indignation over receiving shots overshadowed other minoritized voices, so this language analysis illustrated Moje's examine rather than metalanguage analysis. She also assumed, "They probably had a good discussion about their own opinions about whether or not they would vaccinate their child or themselves," but students did not debate whether a minoritized group should be granted access. While we intended to analyze the text for language that excluded low socioeconomic groups, the students were more concerned with their rights. Therefore, when they reconstructed the articles to remove bias, they demonstrated evaluate rather than cycles of deconstruction and reconstruction.

Cycles of Deconstruction and Reconstruction: More than Rewriting

Analysis also did not reveal any examples where Ms. Austen invited students to traverse cycles of deconstruction and reconstruction. As I initially analyzed the data, opportunities to analyze bias and reconstruct texts demonstrated cycles of deconstruction and reconstruction. Upon further analysis of the texts used and Ms. Austen's intention, students were evaluating rather than deconstructing and reconstructing. When teachers engage students in cycles of deconstruction and reconstruction, they encourage students to deconstruct texts by asking them who stands to benefit, who is represented here, and who is not represented here. Stevens and Bean (2007) noted that "If all texts are representations, then all texts are subject to deconstruction." Reconstruction occurs when teachers give students the agency to "recast the text from a different perspective, find alternative texts that privilege different voices or create their

own text" (p. 67). While Ms. Austen allowed students to deconstruct texts, they did not have the opportunity to reconstruct them in a way that promotes social justice (Stevens & Bean, 2007, p. 66). However, I did not code for cycles unless both components were present.

As previously mentioned, Ms. Austen's attempts to deconstruct and reconstruct texts were thwarted by her misunderstanding regarding texts as representational and her disciplinary rather than critical intentions.

Literacy to Promote Social Justice: Beyond Character Education

I chose Ms. Austen as a participant for this study due to her knowledge of disciplinary literacies and commitment to social justice. However, because literacy to promote social justice falls under a tenet of CL and requires action that results from the critical analysis of texts (Dyches & Boyd, 2017), I could not code any instances in Ms. Austen's observations and interviews. I had determined Ms. Austen's commitment to social justice by her interest in travel and her claim that she is conscious of others' beliefs and cultures and empathizes with their struggles. However, social justice knowledge is more than that and includes knowledge of discourses, theory, history, and agency (Dyches & Boyd, 2017, p. 5).

Her best attempt at incorporating literacy to promote social justice occurred during her attempt to connect with her only Black student, Anthony, who was a student in her third block. While Ms. Austen had limited experience teaching students of color, she did teach one Black student in another block. One day, Ms. Austen relayed that she was approached by Anthony after a lesson she taught about Martin Luther King Jr. during Black History Month. He was the one who informed her about Emmett Till and how seeing his image and learning his story affected him. Ms. Austen asked Anthony if he was okay with her showing the class the video and he thought that was important. When she asked him what else she could do, Anthony suggested that

the class could create posters that highlighted prominent Black people throughout history. Ms. Austen took his suggestion and her students all created posters and hung them up in school.

While creating posters highlighting influential Black people wasn't representative of literacy to promote social justice as defined by the parameters of this study, it is an example of Ms. Austen's commitment to build relationships with her students, raise her students' awareness, and produce posters that might influence their peers. However, this work was neither discipline-specific nor critical but more a "multicultural activity" (Nieto, 1994). Further discussion of how Ms. Austen viewed social justice pedagogies will be discussed in the factors that promoted and inhibited CDL. Due to her misunderstanding of texts as representational, her case did not demonstrate any of the CDL codes. However, the ways in which Ms. Austen wrestled with CDL will be highlighted in the following sections.

CDL 1: Critical Analysis of Discipline-Specific Texts: It Takes Two to Tango

Because CDL 1 merges engage and texts are representational, and Ms. Austen did not understand texts as representational, analysis showed that no lessons demonstrated a critical analysis of discipline-specific texts. Similarly to engage and texts as representational, critical analysis of discipline-specific texts defines a teachers' stance from which other CDL tenets must be rooted. Ms. Austen had trouble enacting critical analysis with discipline-specific texts, because she chose texts that often represented authors and topics that are commonly minoritized. However, when I asked Ms. Austen to explain how DL and CL worked together, she provided answers like, "They worked together today because of how they [students] are working to construct their essays, and while they're talking, they're thinking about the time period and how that affected the characters' motives." While Ms. Austen considered using texts from or about authors from minoritized groups and providing her students context, these are disciplinary traits rather than critical.

Ms. Austen also viewed her work examining bias with nonfiction texts as CDL. Her work could have been CDL if students deconstructed texts to analyze their representative nature rather than to gain critical consumer skills. However, Ms. Austen viewed these lessons as CDL because

They [students] had the background knowledge of bias and being a literary critic, and they were able to take what they had learned about that and then apply it today by thinking about authors' language, the audience, their beliefs about the world, then develop their own opinion.

While developing their own opinions and becoming critical consumers is essential to disciplinary literacy, it does not disrupt the status quo. Ms. Austen recognized students' lack of critical analysis when she explained during the second to last observation/interview, "They haven't actually done the critical analysis portion of it like yet, so that's it for now." Her hesitation toward CDL work will be further discussed in the factors that inhibited her instruction.

CDL 2: Critical Disciplinary Strategies to Acquire Knowledge: Purpose Matters

Because Ms. Austen did not understand that the purpose of teaching critical disciplinary strategies is to help students uncover who is represented and who is excluded from texts, findings showed that her strategy instruction stopped short of critical analysis. However, if the purpose of her strategies to teach bias were to disrupt dominant ideologies, this four-step process would have been a compelling example of a critical disciplinary strategy.

Analyzing bias

When Ms. Austen first taught bias, she told students, "With any text, considered nonfiction, on the news, you have to critically analyze whatever you're hearing and reading to determine if the info is valuable or not. By examining the author and their language, you can determine bias." She then explained that bias is a type of prejudice in favor of or against one thing, person, or group. Then she taught them four ways to identify bias: (1) Analyze the author's beliefs about the world, (2) The language the author uses, (3) Consider whom the author is

speaking to and (4) Who may be excluded. She told students that once they determined who is excluded, they can also consider how the author's message can be reconstructed in order to represent who is excluded. This strategy not only included the discipline-specific ways in which students can analyze literary nonfiction but also included critical analysis in identifying excluded people. However, in practice, most of Ms. Austen's instruction focused on the author's beliefs about the world and the language they used to reveal their bias. Texts were reconstructed in order to remove bias, not to give a voice to oppressed people. Ms. Austen's intention was to help develop her students' writing more than developing their sense of agency in deconstructing the status quo.

Ms. Austen also similarly used critical disciplinary strategies to Ms. Dickens as she used critical questioning, perspectives preparation, and used first-person accounts to evoke empathy, but because of her intentions and lack of connection to critical analysis, I considered these strategies ways for students to elicit/engineer disciplinary rather than critical knowledge. Because Ms. Austen did not have a critical disciplinary stance toward texts, her students' efforts at using these strategies to reconstruct texts only helped them acquire knowledge and stymied their efforts to promote social justice.

CDL 3: Reconstruct Authentic Disciplinary Texts to Promote Social Justice: Stopping Short of Promoting Others

In a similar vein, analysis also did not show any evidence of students' production of authentic disciplinary texts to promote social justice (CDL 3). When students reconstructed texts, they did so to promote their ability to discern truth (Scholes, 2011), which is a discipline-specific skill but not to promote the social justice of others. The difference between literacy to enact social justice and authentic disciplinary texts to promote social justice is the reconstruction process. Not only do teachers need to move their students through cycles of deconstruction and

reconstruction, they need to produce this new knowledge to promote social justice outside of the classroom. Therefore, when Ms. Austen had her students to create posters based on prominent Black people to display around the school, there was no reconstruction of text to promote social justice. In fact, no instances of students reconstructing texts in order to identify and represent missing voices occurred within this case and therefore no attempt at producing authentic disciplinary texts to produce social justice occurred.

However, Ms. Austen attempted to promote social justice within her classroom. In her introductory interview, when I asked her how she addresses sensitive issues like race and gender, she said, “My students study skills to discuss respectfully that they can take out of my classroom and apply them to their own lives with friends and family.” Preparing her students to have democratic discussions beyond her classroom walls was important to Ms. Austen. This work continued as she often approached critical issues in order to influence students’ perceptions, but she did not push her students to be agentive in pursuing justice outside of the school. Overall, Ms. Austen’s CDL work was gridlocked between her disciplinary expertise and lack of a critical stance.

Findings for the Inductive Analysis: Factors that Promoted and Inhibited CDL

The deductive analysis revealed that Ms. Austen demonstrated DL much more than CL. However, CDL is an advanced form of literacy instruction merging the newly researched disciplinary literacies and the intricate work of critical literacies (Dyches, 2018a; 2018b). Because CDL encompasses both DL and CL, the absence of engage or all texts are representation proves its instruction impossible because they establish a teachers’ stance. Even though CDL eluded her, many qualities of Ms. Austen’s teaching practices promoted CDL including her direct and explicit strategy instruction, her concern for raising students’ awareness of social issues, and her positive perception of students’ age, maturity, and ability levels. Factors

that inhibited her instruction were her misconceptions of her discipline as representative of communities with codes of power, and mistaking social justice for “multicultural education,” and “character education.” Table 5.4 describes the inductive process in which emerging codes became focused and then theoretical codes.

Table 5.4 Description of emerging, focused, and theoretical inductive codes (Ms. Austen)

Emerging Codes	Focused Codes	Theoretical Codes
CDL strategy, skill instruction, comprehension strategies, critical questioning, direct instruction of CL issues, historical context, personal anecdotes, use of images, rationales, scaffolding, direct instruction, teacher led, teacher modeled	Explicit skills instruction, Explicit DL instruction to engage and elicit	Provided explicit instruction
Beliefs about race, biographic information, analyzing authors bias, connection to society, empathy, confronts dominant narratives, discusses privilege, personal growth, teacher conception of social justice, women's rights	Explicit social justice instruction-connect to the real world, confronting dominant ideologies, building empathy	Raised students' social justice awareness
Student readiness, students' age, students' interest and understanding, positive student outcomes, student of color	Readiness, interest, growth	Positively perceived students' age/maturity/ability levels
Confuses DL, CL, and CDL, not understanding texts as rep., interdisciplinary	DL and CL confusions	Lacked understanding that Disciplines are cultures in need of critique
Feared confronting race, felt helpless, students' age, assigns texts about minoritized groups	Fears, misunderstanding of social justice, text and instructional choices, empathy	Utilized "Multicultural Education" framework
CDL for advanced learners, lack of reading/writing skills, confronting parents/administration/ students of color, lack of exposure to critical issues	Empathy, “bell-ringers”	Utilized “Character Education” framework

Provided Explicit Instruction

One promoting factor of Ms. Austen's CDL instruction was her explicit instruction in engaging students in ELA-specific work and giving them tools to elicit/engineer disciplinary knowledge.

Explicit instruction in “engage”

DL requires teachers to engage their students in an authentic inquiry of problems within their discipline (Moji, 2015; Shanahan & Shanahan, 2008). The most prominent factor promoting Ms. Austen's CDL instruction was her mastery of engaging her students in authentic problems of disciplinary communities. Before the study, Ms. Austen did not know Moje's (2015) 4Es tenets, but after one quick explanation, she immediately connected to the idea of authentic work and inherently knew she must be explicit in her instruction to students. For example, when students began their activist website unit, she said, “Now I'm going to tell you about your new role of investigators. Why in a research-based writing unit, would you be investigators? Would you want to read a true story about someone if the author didn't do any research?” Here, Ms. Austen referred to the discipline-specific problem of using enough research to tell a complete story. As students began to research their activist of choice, Ms. Austen emphasized the need for thorough research before writing about someone. Ms. Austen further motivated her students by not only providing an authentic reason for researching but also allowed them to produce a “simulated” website to “share” information about their activist.

Even though Ms. Austen engaged her students in 100% (n=12) of her lessons, she still pushed herself to be even more explicit. In the lesson in which she was introducing her students to the research unit, she called them researchers and explained that authors have to also be researchers in order to write a true story. However, in the post-observation interview, she reflected

In fact, I should have kept using the word investigators. I could have used better wording to help them to discipline themselves into thinking like an investigator, like I need to do my job. So I might try that with the next class.

This reflection shows that Ms. Austen understood that she missed an opportunity for students to fully engage in the discourse of the community of investigators or researchers (Gee, 1996) as they navigated biographies about their chosen activist and made sure to incorporate this language in future lessons.

Explicit instruction in “elicit/engineer”

Ms. Austen’s explicit strategy instruction was also a promoting factor in her future CDL instruction. Not only do teachers need to choose effective disciplinary strategies, they also need to know when to use them (Dew & Teague, 2015). Ms. Austen often attributed success with CDL as properly scaffolding her instruction. She often used Power Point presentations to explicitly teach strategies at the beginning of class and to guide students as they practiced in small groups or on their own. These presentations provided authors’ background information of texts students would be reading, the notemaking (Fisher & Frey, 2016) strategies, and the method for analyzing authors’ bias. By explicitly teaching students how to do authentic disciplinary work in this manner, she and her students could refer back to them throughout the rest of the lesson.

Another factor that may have promoted Ms. Austen’s explicit instruction in strategies was the age of her students. The younger students are, the more support they may need to take on advanced literacy skills (Shanahan & Shanahan, 2014; Siffrin & Lew, 2018) and the more likely a teacher is to provide support. At the beginning of the study, Ms. Austen had her reservations about how well students would be able to grasp CDL concepts. She expressed,

The challenges probably are that sometimes they can't think about certain topics in the same way that I can and the repetition needed to teach them things. They are not organized and that they are constantly thinking and going from one topic to another.

Because she perceived her students as inexperienced and with short attention spans, she provided opportunities for them to succeed rather than avoiding advanced literacy skills. By the end of the study, her feelings toward her students shifted as she realized that explicit strategy instruction helped her students. When I asked her how she incorporated DL, she explained, “Well, for disciplinary, discovering the language the author used and acting as literary critics and discovering the bias in the article...also writing their own paragraphs and collaborating with each other to create a paragraph as unbiased as possible was also disciplinary.” For sixth graders to be doing this complex disciplinary work is not a feat she felt that they could undertake at the beginning of the study. During the last interview she said, “They are really starting to absorb certain issues and develop their own opinions and they are just so interested in everything. This is why I love teaching this age level.” Therefore, CDL at the sixth grade level may necessitate more explicit instruction and scaffolding but Ms. Austen felt her students were successful in their CDL work so far.

Raised Students’ Social Justice Awareness

Another promoting factor of Ms. Austen’s instruction was her concern for raising her White, middle-upper class students’ awareness of social justice issues, specifically race. Raising students’ awareness of race, gender, and socioeconomic status are building blocks to action (Dyches & Boyd, 2017). Ms. Austen raised her students’ social justice awareness by connecting to the “real world,” confronting dominant ideologies, and by building empathy.

Connection to the “real world”

There were four instances (33%) where Ms. Austen explicitly attempted to connect social issues to “real world” situations especially during their activist research unit. Ms. Austen explained

I think it's pretty easy with this unit because we talked a lot about people and what they're doing in the world...things that they have never heard of before and so I'm exposing them to some of the things that are happening in the world.

Here, Ms. Austen recognized that social justice issues are currently happening in the world. During the activist website unit, she also implemented a fundraiser for a specific social justice issue that students suggested and voted on. To introduce students to this activity, she asked them "If you could fix one problem in the world, what would it be and why?" She reiterated students' responses like overpopulation, world hunger, child labor, and child abuse. When one student said, "summer being too short," Ms. Austen redirected them to think about all the problems in the world like littering, homelessness, poverty, animal abuse, ocean pollution, and climate change. Ms. Austen explained that these issues seem so big, but even one person can make a difference. Because of students' recent exposure to race, gender, and socioeconomic issues, the list of possible fundraising opportunities they generated included LGBTQ rights, environmental rights, animal rights, civil rights, children's rights, world hunger, world peace, cyberbullying, veterans, poverty, cancer, and Make-a-Wish. Even though some students suggested critical issues, Make-a-Wish won. Regarding the purpose of this activity, Ms. Austen explained

That's why I say like it's easy in this unit a little bit to bring in their social awareness because they just never really heard about any of these things going on and it really spark a passion inside of them that makes them want to learn more. That's why I like this.

Connecting social justice issues to “real world” opportunities was a way for Ms. Austen to practice CDL and motivate her students whom she assumed had little experience with social justice issues.

Confronted dominant ideologies

Even though Ms. Austen feared that students were too young to have democratic classroom discussions, she also promoted CDL by confronting race and dominant ideologies. Confronting issues such as race and gender are also necessary for CDL as students are to engage in a critical analysis of the distribution of power in discipline-specific texts (Dyches, 2018), but also for the discipline-specific skill of identifying theme. Ms. Austen understood that in order for students to understand the disciplinary work of identifying character and theme, they needed to understand people. Commonly found themes surrounding issues of power were most prevalent in terms of race, gender, and socioeconomic status. In 50% (n=6) of the lessons I observed, Ms. Austen discussed themes of stereotypes, discrimination, or diversity. For example, one lesson involved an activity led by the school counselor, a woman of color, but still co-instructed by Ms. Austen. During this activity, students wore a label of a commonly stereotyped person to wear on their foreheads. The stereotypes were not representative of race but rather representative of labels found in their school. For example, some labels were a jock, a bully, a girly girl, and a teacher's pet. After much teaching and modeling, students were instructed to speak to each other in a way that revealed the label. While the purpose of this activity was to teach students how damaging stereotypes could be, Ms. Austen connected this to the stories they read by Langston Hughes and Anne Hart and the stereotypes attributed to people of color and women. While this activity could have been an isolated event, Ms. Austen tied it directly to authentic disciplinary work.

Built students' empathy

Finally, Ms. Austen raised students' social justice awareness by building empathy as her main strategy to promote social justice. In her initial interview, Ms. Austen shared her concern that sixth-graders don't know how to empathize with others, so this was a skill that Ms. Austen felt was necessary in order to do authentic work within ELA and in life in general. She explained,

As a teacher, before I even met you, I wanted to teach students empathy, so I love this study that you did because it kind of went hand-in-hand with my like teaching philosophy. Critical disciplinary literacy, I think, promotes teaching empathy because it does require the students to look at other people's perspective.

Therefore, explicit instruction in empathy occurred in 25% (n=3) of the lessons but guided most of her work. For example, her lesson exposing students to the horrific events of Emmett Till was taught to build empathy. She had learned about Emmett from her only black student, Anthony, who shared the image and story with her. Ms. Austen explained to her students, "I'm going to have you empathize with somebody by having you imagine certain scenarios that actually happened to a boy similar to your age." Ms. Austen then proceeded to ask students how they would feel if they would have been in Emmett's shoes. When students put themselves in Emmett Till's shoes, Ms. Austen was excited about their responses. She not only taught her students empathy but learned to empathize with Anthony as well.

Positive Perception of Students

Finally, Ms. Austen's CDL instruction was promoted by her perception of students' readiness, interest in critical issues, and their ability to show growth throughout the study. While Ms. Austen at first thought her students' age level was an inhibiting factor, once she started to expose her students to social injustices, she felt the opposite. She mused

I think there are more promoting factors for this age level than there are inhibiting factors. They are almost like hungry to know about them and they get very passionate

whereas maybe high school kids are stuck in their ways. I don't know. I haven't really taught enough High School, but I just know that I've been surprised like pleasantly surprised at how passionate this age can get about those things.

Teaching sixth-grade literacy provided Ms. Austen the opportunity to be perhaps the first person to expose her students to social justice. She explained that she wanted to expose students to the truth. She emphasized, "I want to know the truth in life. When I first heard about Christopher Columbus and what he actually did, I felt like I've been lied to." Finding these truths is why she became a secondary ELA teacher because "I wanted to talk about like some of those gruesome effects of our history."

Throughout the study, Ms. Austen began to notice students' growth in critical analysis. There were many moments where she verbalized her students' struggles with CDL. At the beginning of the study, as she provided context for the Alvarez, Hughes, and Hart short stories, she explained that students had a hard time making connections between the author's background and the theme of the stories. She reflected

That was hard for them to learn because I never really thought about why an author would do all this on purpose, so they're starting to think about things I've never thought about, which is awesome. And then tacking on all the labels and stereotypes and the historical context...I love how that can all just be incorporated into learning about those things.

Both Ms. Austen and her students were "starting to think" about the cultural, biographical, and historical context of literature, which prepares them to read through these lenses (Janks, 2000; 2013). At another point, she admitted, "I should have maybe talked more about the author and then maybe their research behind it now that I'm thinking out loud." Not only did Ms. Austen talk about how she should have done that, but immediately implemented these practices in the following lessons I observed. Ms. Austen also noticed that one of her students chose a library book about slavery. She says students "want to know more" and

understand the importance of a book "written from this person's perspective." Therefore, by teaching sixth-graders, Ms. Austen was able to expose students to critical social issues they may not have otherwise learned or will ever learn. While Ms. Austen promoted CDL through her explicit instruction, raising students' social justice awareness, and her positive perceptions of her students, certain factors also inhibited her CDL work.

Factors that Inhibited Ms. Austen's CDL Instruction

Despite Ms. Austen's success with explicit strategy instruction, her ability to raise her students' social justice awareness, and her perceptions of her students, a critical analysis of who produced disciplinary knowledge and who has access to it was absent from her instruction. Instead, Ms. Austen didn't understand her discipline as a social construct that contains codes of power and misunderstood CDL for "multicultural" and "character" education. These factors will be discussed in the following section.

Unaware that Disciplines are Codes of Power

The factor that most negatively impacted Ms. Austen's instruction is her misunderstanding that disciplines are codes of power (Dyches, 2018a; Moje, 2008, 2015) determined because none of her lessons demonstrated an understanding that texts are representational. As discussed, she expertly invited students to join the work of investigators, editors, and journalists, but these careers are already dominated by White people. Therefore, it did not occur to Ms. Austen to question the texts she assigned to students until she grasped the notion of bias. Even then, when I asked her if she was going to have her students analyze bias while they read their nonfiction books, she explained, "Not with their nonfiction books, because they are written more like novels." Her inability to transfer critical analysis to literary nonfiction reflects the common notion that secondary English classrooms often endorse a dominant

ideology (Dyches, 2018a). It was acceptable to critically analyze an online news article, but not the classroom novels. Janks (2018) explains,

Text analysis examines what content and which semiotic forms (e.g., words, images, sounds) have been selected, as well as how they are organized. These selections combine to construct the representation or version of reality that the text offers. As a result, no text is neutral; all texts are positioned, and they work to position the people who consume them: listeners, readers and viewers (p. 95-96).

While Ms. Austen felt that her students could not deconstruct nonfiction texts, Janks argues that “all texts are positioned” in the author’s reality. Because disciplinary knowledge is realized through texts, disciplines themselves are positioned within certain ideologies (Dyches, 2018a; 2018b). Rather than deneutralizing (Dyches, 2018a) the political and ideological qualities of ELA, Ms. Austen turned to “multicultural” and “character education” to address social issues.

CDL as “Multicultural Education”

Ms. Austen also understood CDL as a type of “multicultural education.” While potentially problematic, I intentionally use the term “multicultural education” to reflect Nieto’s (1994) levels of multicultural education support in which she distills the various modes educators use. The levels of multicultural education begin with monocultural education in which schools primarily represent the dominant cultural and move through tolerance, acceptance, respect, affirmation, solidarity, and critique. Because CDL understands disciplines as unique cultures (Moje, 2015) complete with their own ideologies, discourses, and social practices, they reproduce power and hegemony worthy of critique (Dyches, 2018a; 2018b) and would be incorporated in Nieto’s highest levels. These understandings align with Nieto’s beliefs that teachers must affirm who is included and excluded within the texts students read and evaluate incongruencies in representation. However, Nieto warns that the common understanding of multicultural education is that it is an additive approach to an already established curriculum. The additive approach was prevalent in Ms. Austen’s case as she adapted her curriculum to

accommodate a more socially-just version emphasizing the use of texts from or about minoritized people rather than critiquing her traditional texts. Unfortunately, an additive approach sits between Nieto's description of tolerance and acceptance, which are low tiers of multicultural education.

While "multicultural education" encourages teachers to acknowledge, embrace, and respect difference researchers insist that it is not enough (Au, 2017). Even if teachers understand personal, cultural, and ethnic identities of themselves and their students, they also need to work to disrupt institutional racism (Darling-Hammond, 2017) within their schools and their discipline (Moje, 2015). Despite previous explanations of critical literacies, when I asked Ms. Austen how her lesson reflected CL she questioned, "In critical literacy, just correct me if I'm wrong, they're applying like the multicultural aspect to the disciplinary work because they learned the context [of the story they read] which I had given them." When I explained that CL has more to do with examining how all texts, not just multicultural texts, represent dominant ideologies, she still could not let go of the idea of using multicultural texts to teach CDL and 66% (n=8) of her lessons reflected this.

Ms. Austen included many texts from or about people in marginalized communities in her lessons. For example, in order to teach her students a note-taking strategy, she used an article about Nelson Mandela. In another lesson, she used a biography of Helen Keller to identify simple and compound sentences. She explained, "I encouraged them the other day to start using more compound sentences so by looking at a model about somebody's life and then identifying within the text where how they've used compound sentences, I felt like that was critical well." Her use of Nelson Mandela and Helen Keller to teach skills shows Ms. Austen's misconception that critical work was accomplished through the use of diverse texts. When reading *Sold* into

Slavery, Ms. Austen used students' understanding of the book to write central ideas. She asked students to come up with the central idea of the books so far along with three supporting details. She modeled, "The White men stole Solomon's free papers and money. What's one more supporting detail? The White men tortured him trying to get him to admit he was a slave. Are there any questions?" By using this serious and sad text to teach a lesson on main idea, Ms. Austen minimized what happened to Solomon, the main character in the novel. Rather than discuss Whiteness as the dominant ideology that oppressed Solomon, students learned to construct a central idea.

Ms. Austen also incorporated her perception of social justice as highlighting African American authors during Black History Month which was problematic because this content remained separate from her mainstream curriculum (Banks, 2013). Using opportunities to engage with texts from minoritized authors a few times a year perpetuates dominant curricula as above critical critique (Banks, 2013). Banks (2013) further worries that teachers often use examples of "ethnic heroes" who are safe, like Martin Luther King Jr. rather than featuring more challenging activists like Malcolm X. During one such lesson, Ms. Austen began, "February is Black History month, so I'm going to put these posters in the hall, so add color to them to draw in people's attention." Here, she justified the purpose of the activity, not to raise awareness or promote social justice, but because it was Black History month. Therefore, her intention was not to invite students into her discipline or have them do authentic disciplinary work that promotes social justice. Her intention was to take time out of her regular curriculum to pay homage to civil rights activists. While her intention may have been just, Banks (2001; 2013) notes that while teachers must uncover and identify their personal attitudes and acquire knowledge about the history of

other cultures, they must also become acquainted with diverse perspectives, understand institutionalized knowledge, and develop an equity pedagogy.

CDL as “Character Education”

Finally, Ms. Austen’s CDL instruction was also inhibited by her misconception that “character education” is a form of CDL. Empathy was the main moral concept that Ms. Austen emphasized, and I question it in a similar manner that Jackson (2016) questions the moral concept of gratitude in her study. Is empathy the moral concept that White students lack and is it gratitude that students of color lack? Jackson (2016) questions gratitude because it can connote a balance of power between a benefactor and recipient. Congruently, empathy also connotes an imbalance of power between those who suffer and those who have to imagine suffering. While having empathy enables the vicarious understanding of others’ feelings and is widely encouraged in character education, it also perpetuates notions of “White savior” (Jordan, 2016).

While empathy and moral character are necessary, CDL specifically occur when students are allowed to be agentive outside of the classroom (Dyches, 2018a.). However, even though Ms. Austen spent a significant amount of time building students’ empathy toward Blacks, when it came time to choose a charity for a class fundraiser, they chose The March of Dimes. In this case, the empathy that Ms. Austen built did not translate to action. One reason for empathy instead of action may have prevailed because Ms. Austen recognized that action seems overwhelming. In one of her bellringers, Ms. Austen asked, "If you could fix one problem in the world, what would it be and why?" After students supplied a plethora of problems from overpopulation to world hunger, Ms. Austen said, "I know these are big things, and you feel like you can't really stop anything, but you can start small like working at the local animal shelter. While service to animals is essential, CL focuses on systems of oppression that affect humans. In her post-observation interview, Ms. Austen explained

I had them try to think about if you had the power you know like what would you choose to change and then I did talk about you know how when I was their age that I could change something major, but then I realized as I got older like I wouldn't be able to and that's kind of disheartening in a way. That's why I said it's kind of depressing when you grow up, and you start to realize that you're not going to be able to fix it all you know, but then that's why I emphasize that you've got to start somewhere though because anything that you do is better than nothing.

Ms. Austen's lack of agency likely impeded the opportunities she granted her students. As she said, "I realized as I got older I wouldn't be able to" and "Anything you do is better than nothing," I saw the inner struggle that occurred in wanting to make a change but not believing she can. But, if a teacher does not believe she is an agent of change, she will likely not encourage her students either (Dyches & Boyd, 2017). Therefore, building empathy and focusing on students' character was a safe way for Ms. Austen to feel that she is making a difference in students in a way they couldn't fail. However, it impeded her ability to disrupt dominant narratives and critique the social construct of her discipline.

Concluding Ms. Austen's Case

Ms. Austen's case was marked by exceptional instruction in DL but a lack of understanding how her discipline is a socially constructed culture that perpetuates dominant ideologies. While Ms. Austen masterfully engaged students as members of a disciplinary community, explicitly taught a plethora of strategies to elicit and engineer disciplinary knowledge, her misunderstandings that all texts are representational thwarted her efforts to create a democratic classroom, apply metalanguage analysis, introduce cycles of deconstruction and reconstruction, and promote social justice. Clearly, in order to enact CDL, teachers must understand how to merge the practices of both DL and CL. Regardless, Ms. Austen displayed factors that both promoted and inhibited CDL instruction.

One important factor that promoted Ms. Austen's DL instruction was her explicit instruction engaging students in the authentic work of members of disciplinary communities. In

order for students to be successful editors, web page designers, and literary analysts, Ms. Austen explicitly taught them how to be beta readers, great note takers, and examine biased language. Providing students real-life opportunities motivated them to do the work of "grown-ups."

Ms. Austen also engaged students in exploring real-life issues such as race, gender, and socioeconomic status also represented authentic disciplinary inquiry (Moje, 2015) and raised students' awareness of social issues. Advanced literacy instruction, like CDL, requires teachers who "seek out, assess, and incorporate social justice disciplinary content" (Dyches, 2017, p. 320). Ms. Austen wanted her students to be aware of social injustice, build their empathy towards others, and viewed their age as an opportunity to expose students to ideas they may not have explored. By addressing critical issues such as race, Ms. Austen exposed students to social injustices. Explicitly building empathy also allows students to consider multiple perspectives (Mirra, 2018). Ms. Austen capitalized on her students' grade level by teaching them social justice issues before they became too influenced by the world around them.

Unfortunately, analysis showed that Ms. Austen's lack of awareness of disciplines as "cultures" impeded her stance toward texts and inhibited her ability to critique the very nature of her discipline. This finding supports the need to merge notions of CL with DL to disrupt the status quo rather than perpetuate it (Dyches, 2018; Moje, 2015). When teachers view their disciplines as unnecessary to critique, they fail to invite all students to contribute to new knowledge (Moje, 2015). Because Ms. Austen's White middle-upper class students already have access to the disciplines through their membership of the dominant class, this invitation needn't have been granted.

Because Ms. Austen struggled to understand the representational nature of her discipline, she instead incorporated a "multicultural education" (Nieto, 1994) approach. This approach

typically encompassed the use of texts and topics from minoritized people that were often used to practice skills such as finding the main idea, identifying compound sentences, and creating thesis statements. Ms. Austen also used “multicultural texts” because “It’s Black History Month.” CDL is not an addition to the curriculum; it is the foundational stance which moves curricula forward. Ms. Austen’s CDL instruction was inhibited through “character education” versus literacy to promote social justice. Empathy and character education were safer expectations for students than walking the tightrope of social action. Social action can be scary and involve consequences that Ms. Austen feared: backlash from her only Black student, from her students’ parents, and from her administration. However, by centering herself under the umbrella of character education, Ms. Austen was safe to discuss race, gender, and socioeconomic status.

In conclusion, Ms. Austen recognized her strengths and weaknesses in incorporating CDL. While she often spoke of her students’ age and ability, she also understood that she is young and inexperienced. Even though she struggled understanding some of the concepts of CDL, she is devoted to continuing her practices and looks forward to implementing more critical analysis in the future.

CHAPTER 6. CDL IN THE AP ENGLISH LITERATURE CLASSROOM: MS. SHELLEY'S CASE

Washington High School

Washington High School is one of five high schools in a Midwestern metropolitan city 30-40 miles from the rural schools of the other participants. This large high school contains over 1,300 total students (31% Hispanic, 26% Black, 25% White, 11% Asian, .6% Native American, .4% Pacific Islander, and 5% multi-race). Almost 90% of the students are eligible for free-reduced lunch and their graduation rate is 87.76%. These demographics are not indicative of the rest of the state. Washington High is situated in an urban area that once contained large single family homes but has since been divided into multiple-unit family apartments. While the state has relatively low crime, the rates for violent crimes are higher in the neighborhoods in and around Washington High than the other high schools in the area. The houses around the school are often neglected or condemned and the potholes left from a brutal winter were last to be fixed by the city. Furthermore, because the area has flooded numerous times, the grounds are bare and little attempt at planting trees or landscaping have been made.

I always arrived at Washington High School at the end of lunch to observe Ms. Shelley's only AP English class. Even in the winter, many students left campus to eat at home or local fast food restaurants. Therefore, the administration only offered one lunchtime for all staff and students. To enter the building I had to be buzzed into the office which was separated from the rest of the school by glass. Here, I had to check in with an office manager to receive a photo id badge. Once I had my badge, I left the office area and walked towards the common area and cafeteria where students were mingling. I always passed several staff members and the school police officer who were usually talking with students. The volume was loud and the energy kinetic as students laughed and teased each other. However, when the bell rang and students

were ushered to class, their tone became more negative and I would hear more vulgar language as I made my way to Ms. Shelley's classroom. I remember driving to campus on the first nice spring day and witnessing the joy of students playing football or just hanging out with friends outside. When I entered the school on this particular day and subsequent nice days, the climate inside was visibly and audibly calmer. I noticed less running and horseplay and students just seemed to breathe easier. Students also reacted strongly to my presence at Washington High School. While I was often ignored at the other schools in my study, students here openly stared or smiled curious as to why I was there. One day when I was leaving, one female Black student saw me and exclaimed, "You are beautiful!" to which I replied, "Thank you! So are you!" When I saw her again at my next observation, she exclaimed, "You came back!" I said, "Of course I did!"

If I arrived too early, the hallway to Ms. Shelley's class was locked as were all academic hallways during lunch. While I waited, I would sometimes use the girl's restroom. The main entrance to the girls' room once had doors but they have since been removed. Similarly, there were once light switches that have been removed and instead of repairing the holes, they were left open. Only a couple of stalls has working locks. Finally, when I went to wash my hands, I noticed that all mirrors have been removed. When the hallways were unlocked, I proceeded to Ms. Shelley's classroom. On the way, I noticed all the teachers in the hall ushering students to class and greeting their incoming students. Ms. Shelley explained that they have a problem with students wandering the halls all day and staff constantly have to tell students to go to class. These reminders were irritating students so badly that they were rudely yelling back at teachers. At one point when I first began observing, the principal spoke over the intercom addressing students' behaviors when teachers directed them. While I never witnessed any negative teacher/student

altercations, I did notice that students were reluctant to go to class on time even to Ms. Shelley's class.

Ms. Shelley

The English coordinator of the district nominated Ms. Shelley as a teacher who would understand CDL. She recommended Ms. Shelley because of the discipline-specific critical work required of AP students. Knowing that Ms. Shelley prepared her students for these exams prompted the English coordinator to reach out to Ms. Shelley who contacted me the same day. As I explained my study, Ms. Shelley offered for me to study her as she taught AP Literature even though she also taught four sections of ninth grade. I observed both her ninth grade and AP classes and together Ms. Shelley and I determined that AP Literature would provide more opportunities for critical work as her ninth graders needed so much comprehension instruction.

Even though Ms. Shelley's own children are now in college, she has only been teaching for eleven years. She originally got a B.A. in journalism but went back to earn her Master's in education after staying home with her children for many years. Ms. Shelley, a White woman, has the calm and laid back personality of a mom of three. Even though she struggled sometimes with students' behaviors, she conveyed disappointment rather than frustration and never raised her voice. For example, one day when students refused to put their phones away and stop talking after two reminders, Ms. Shelley calmly approached them, looked them right in the eyes, and asked them one more time to get to work. They did. When situations like this occurred, she never spoke negatively about her students to me and their behavior was never a factor that she suggested impacted her CDL instruction.

The Class

Washington High School is on a block schedule, so Ms. Shelley taught her AP students two consecutive periods every other day. The class consisted of only ten students, which Ms.

Shelley claimed was unusual as last year's class had approximately 30 students. This class consisted of one Hispanic male, two Hispanic females, one Asian male, two Asian females, two White males (one of which quit attending the last four observations), and two White females. All students sat in small groups except one Hispanic female and one White male who sat alone and never socialized with the others. Students were either juniors or seniors. Ms. Shelley told me that many of these students struggled with literacy skills but took AP Literature instead of regular 11th or 12th grade English because they wanted to be separated from the "craziness" in those classes. When I was first introduced to the class, I was sitting in the back of the room and none of the students turned their heads to look at me. However, they opened up quickly and when I modeled two lessons, they were attentive, engaged, and eager to please.

Findings: CDL as Literary Critics

Data Sources

Ms. Shelley's case was defined by an acute awareness that authentic disciplinary work requires critical analysis, but she stopped short of creating opportunities for her students to develop agency. The deductive analysis provided rich examples of both disciplinary and critical elements such as engage, elicit/engineer, texts as representational, and democratic classroom which demonstrates CDL 1 and 2. However, instruction that granted opportunities for agency, such as examine, evaluate, metalanguage analysis, cycles of deconstruction and reconstruction, and literacy to promote social justice, were less prevalent. Without these critical elements, Ms. Shelley struggled providing students opportunities to identify textual evidence to support their claims, to reconstruct texts, and to "push back" against social and cultural norms (Dyches, 2018a). The inductive analysis identified five factors that promoted and inhibited Ms. Shelley's instructions. Factors that promoted her instruction included her understanding that texts are representational, her ability to capitalize on her students' diverse experiences and connections to

the curriculum, and her flexible curriculum which afforded opportunities to experiment with CDL. Inhibiting factors included an emphasis on test preparation over authentic disciplinary work and a classroom culture that stopped short of granting students agency to promote change due to time.

I observed Ms. Shelley 16 times over 20 weeks, but because of state testing and AP test preparation, I only used 12 of those observations as data sources. These 12 observations also accompanied 12 interviews. Ms. Shelley explained that first semester they focused on “dead, White men” but second semester and during my study, they read *The Kite Runner*, *The Joy Luck Club*, and *Gretel in the Darkness* as described in Table 6.1. This curriculum was based on available materials and texts that helped prepare students for the AP exam.

Table 6.1 Description of Ms. Shelley's lessons

Unit	Lessons 1	Lessons 2	Lessons 3	Lessons 4	Lesson 5
<i>Kite Runner</i>	Building background knowledge through questioning	Building background knowledge through research	Collab: Critical analysis of power within text	Socratic Seminar Preparation	Socratic Seminar
<i>Joy Luck Club</i>	Collab: Introduce Joy Luck Club and notions of the “model minority”	Graphic organizer and background knowledge	Explore notions of assimilation	Socratic Seminar Preparation	Socratic Seminar
<i>Gretel in Darkness</i> by Louise Gluck	Test Preparation/ Critical analysis	Compare/ Contrast <i>Joy Luck Club</i> and <i>Gretel in Darkness</i>			

Analysis revealed that Ms. Shelley demonstrated practices in 10/12 codes with particular strengths in the two stances that guide CDL work--that all students are invited to engage in authentic disciplinary work (Moje, 2015) and that all texts (including curricular materials) represent political ideologies (Stevens & Bean, 20117). Because of these strengths, Ms. Shelley demonstrated other DL and CL tenets as well. Table 6.2 describes the number of lessons that contained the 12 a priori codes that support this study.

Table 6.2 Number of lessons containing codes

A priori codes	Observable lessons (out of 12 observations)
DL 1: Engage	92% (n=11)
DL 2: Elicit/Engineer	92% (n=11)
DL 3: Examine	25% (n=3)
DL 4: Evaluate	17% (n=2)
CL 1: Texts are representational	83% (n=10)
CL 2: Create a democratic classroom	42% (n=5)
CL 3: Metalanguage analysis	25% (n=3)
CL 4: Cycles of deconstruction/ reconstruction	17% (n=2)
CL 5: Literacy to enact social justice	0
CDL 1: Critical analysis of disciplinary texts/knowledge	92% (n=11)
CDL 2: Critical and disciplinary strategies to acquire knowledge	33% (n=4)
CDL 3: Authentic disciplinary work towards social justice	0

Table 6.3 also provides the number of codes within each lesson to demonstrate how each lesson contained elements of DL, CL, and CDL. Because CDL merges tenets of DL and CL, I have color coded them to illustrate where Ms. Shelley's practices overlap. Ms. Shelley's stance toward her discipline's texts provided many opportunities for CDL practices to occur. These deductive codes will be discussed in detail in the remainder of this chapter followed by a discussion of the factors that promoted and inhibited her instruction.

Table 6.3 Codes within each lesson

	Engage	Elicit/ Engin.	Exam.	Eva.	Texts Rep.	Demo Class	Meta- lang	Decon/ Recon	Social Just.
Lesson 1/17	X	X			X				
Lesson 1/24	X	X	X	X	X	X	X		
Lesson 1/28 (collab.)	X	X	X	X	X	X	X	X	
Lesson 2/15	X	X	X	X	X	X	X		
Lesson 2/26	X	X			X	X			
Lesson 2/28 (collab.)	X	X			X				
Lesson 3/8	X	X			X				
Lesson 3/12	X	X			X				
Lesson 3/29	X	X			X				
Lesson 4/01	X		X		X	X			
Lesson 4/11									
Lesson 4/19	X	X		X	X	X			

*Yellow shaded boxes indicate CDL 1: Critical analysis of discipline-specific text

*Green shaded boxes indicate CDL 2: Critical disciplinary strategies to acquire knowledge

*Blue shaded boxes indicate CDL 3: Authentic disciplinary texts to promote social justice

*Gray shaded boxes indicate absence of element

Results from the Deductive Analysis

Engage: As Literary Critics

Ms. Shelley engaged her students in 92% (n=11) of her lessons. While ELA is a multifaceted discipline (McComiskey, 2006), students in Ms. Shelley's classroom were always engaged in the work of a literary critic--one who studies, evaluates, and interprets literature. Engaging students as literary critics invited them into that disciplinary community but also conveniently prepared them for taking the AP exam. Engaging them in disciplines that did not match the goals of the AP test did not occur, but a literary analyst was a good fit. Because Ms. Shelley chose literary criticism, she naturally engaged students in some of the types of literary analysis such as reader response criticism in which students focused on personal connections to the text, new historicism/cultural studies which focused on the context, and feminist criticism which centered around the construction of gender roles (McComiskey, 2006). Throughout the study, students were invited to critically analyze *The Kite Runner*, *The Joy Luck Club*, and *Gretel in the Darkness*.

Initially, Ms. Shelley encouraged students to analyze and discuss aspects of *The Kite Runner* by Khaled Hosseini as literary critics or potential authors, rather than just merely reading the text and responding to it as students. Reading a novel from the perspective of a literary critic versus a high school student began by taking time to get to know the author and his intent along with other historical contexts. Literary critics believe that authors choose literature to express themselves because they believe there are two sides of a story; therefore, interpreting their work provides literary critics with knowledge of life lessons and a greater understanding of others (Hale, 1997). Because Ms. Shelley understood the work of a literary critic, she engaged her students in this authentic work believing it would help students better make critical connections. Therefore, before reading *The Kite Runner*, students spent extensive time learning about Khaled

Hosseini, Afghanistan, Islam, and the Taliban. Ms. Shelley felt that students would be able to better connect with the novel if they understood the connections between the author and his story and the historical elements. She explained, “The students’ introductory questioning and research on Khaled Hosseini’s background provided disciplinary content to guide the students for the more critical questions about the author’s perspective, ideologies, and how he may have a different ‘take’ than another Afghan writer.” Here, Ms. Shelley made the connection between the authentic work of a literary critic as one who simultaneously understands texts as representational.

Ms. Shelley continued to engage students as literary critics when reading *The Joy Luck Club*. Again, students were encouraged to analyze and discuss aspects of Amy Tan’s novel as literary critics or potential authors, rather than just merely reading the text and responding to it as students. As I observed Ms. Shelley’s instruction the day she introduced the novel, when she told students that they would be literary critics, they were visibly excited. This encouragement from students prompted her to explain, “Literary critics get an insider’s view of a novel. They get to understand it better than everyone else.” Again, students analyzed Amy Tan’s biography, but also researched Japanese/Chinese conflicts throughout the 1800s and 1900s in order to understand the perspectives of the four Chinese mothers. Because so much of the story focuses on the tension between the Chinese mothers who immigrated to the United States and their daughters who were born here, Ms. Shelley also encouraged students to discuss and understand assimilation.

Because Ms. Shelley focused on engaging students as literary critics, there was a more natural move toward the critical analysis of power. Literary critics often explore the heroes and villains of texts and therefore power dynamics are often explained through social and cultural

factors and institutions such as patriarchy and racism (McComiskey, 2006). Therefore, Ms. Shelley's focus on literary criticism strengthened students' critical skills rather than other authentic ELA work such as researchers and editors. Focusing on literary criticism also enabled Ms. Shelley to elicit/engineer the strategies literary critics use to do their work.

Elicit/Engineer: How Literary Analysts Navigate Text

To help students elicit/engineer the strategies used by literary critics, Ms. Shelley provided supports for her students as they read. When reading *The Kite Runner*, students researched topics to better understand the context rather than Ms. Shelley providing them background information. The topics were: timeline of Afghanistan 1970s to present, Shiite vs. Sunni Muslims, Hazaras vs. Pashtuns, and how Hosseini and his main character, Amir, are situated in these topics. Ms. Shelley explained that "The objective was for the students to learn a little historical background content before beginning the novel." Ms. Shelley understood that to navigate a text, literary critics analyze how the protagonist of a novel may reflect the author's life and add more insight to their interpretation (Eagleton, 1983).

Similarly, when students read *The Joy Luck Club*, they were split into three groups to research Amy Tan's biography, the Yuan Provinces, and the History of China-Japan relations. However, Ms. Shelley also implemented a graphic organizer with this novel that helped students' navigation. *The Joy Luck Club* is divided into chapters that are told by one of eight women, so in anticipation of their confusion, Ms. Shelley created a graphic organizer that provided space for students to keep track of which character was represented, a summary of their story, and important quotes. Ms. Shelley noticed that during the Socratic Seminar that concluded this unit, that students who used the graphic organizer greatly benefited. She told them, "That's why I gave it to you. When perspectives change from one chapter to another, it can become very confusing. It also helps to look back when you haven't read for a few days." Ms. Shelley's

decision to provide context and a graphic organizer led her to believe she was also doing disciplinary work. She explained

The novel's first section, "Feathers from a Thousand Li Away," dealt primarily with the theme of sacrifice, as shown through the Chinese mothers' stories; while the second section, "The Twenty-Six Malignant Gates," tells the daughters' stories that touch on their early relationships with their mothers and how the idea of maternal sacrifice extends to high expectations of the daughters. As an author, Tan may be using her own experience as a first generation Chinese American as a lens in her writing. The reading guide gives students an area to discuss the author's intentions as a writer.

Here, Ms. Shelley demonstrated her understanding of the ways in which a literary critic uses graphic organizers as they navigate texts. Graphic organizers aid literary critics in analyzing the choices authors make to inform their intended meaning (Lent, 2016). By providing a graphic organizer, Ms. Shelley was able to elicit this knowledge from her students. These strategies also guided students as they read *Gretel in the Darkness*, but more emphasis was on examining language which will be discussed next.

Examine: Connotation and denotation

Examining language is also important to literary critics (Moje, 2015). From a disciplinary perspective, literary critics analyze literary devices authors use to convey meaning such as connotation or implied meanings of words, figurative language, imagery, and symbolism. As a literary critic's purpose is to interpret and evaluate a literary work, textual evidence of the author's use of language supports their claims. Reynolds and Rush (2017) explain

Disciplinary literacy is an explicit understanding, articulation, and teaching of the normal discourse of legitimate participants within a discipline to students for whom the disciplinary normal discourse is nonstandard. Whether one chooses to focus on functional linguistics, cognitive or expert reading strategies, or rhetorical genres, the desired outcome is the same: bringing those outside of the normal discourse into the normal discourse.

While students may have examined language while they were reading, only 33% of Ms. Shelley's lessons explicitly invited students to examine language.

One brief example of examine in the lesson occurred when students were asked to reflect on *The Kite Runner*'s vocabulary/diction. There are moments when Hosseini chooses to use Afghani words versus English words. Hosseini often used his native language instead of English when English wasn't sufficient. Ms. Shelley wanted students to think about why Hosseini made these choices. Students were asked "Why does he do this? Is it effective? When you encounter these words, what do you do? How can we, as English speakers, find meaning in these words?" Not only did addressing Hosseini's use of Afghani language help students to navigate the text better, it also helped them appreciate why authors may choose to include their native language. Ms. Shelley explained, "I don't want students to just skip these words. I wanted them to understand why Hosseini used them in the first place."

Students were also asked to examine language when using a strategy called TPCASTT to guide them through a literary essay in preparation for the AP exam. TPCASTT is an acronym standing for title, paraphrase, connotation, attitude, shift, title (again), and theme. Previous lessons had included an analysis of the poem, *Gretel in the Darkness* and the novel, *The Joy Luck Club*. Students were encouraged to research about both the author, Amy Tan, and the poet, Louise Gluck, to gain background information that helped students write, discuss, and compare both the novel and poem. In both texts, the protagonists are female and seem to have some similar characteristics -- such as often reflecting on past events of themselves and their family members. Ms. Shelley asked students, "Although the American female writers come from different ethnic backgrounds, Chinese and Hungarian Jewish, do both writers describe relationships in a similar manner? Why? What type of syntax, diction, poetic devices, etc. are displayed in the writing?" Here, Ms. Shelley specifically alerts students to analyze the author's and poet's use of language (syntax, diction, literary devices) to help them discuss the writer's

intent in both texts. While students also examined language on their own, Ms. Shelley's explicit instruction in examining language was sparse. However, by examining an author's use of code-switching, syntax, diction, and other literary devices, she helped them find evidence to evaluate why both pieces are considered of literary merit.

Evaluate: The Socratic Seminar

Because students were able to examine Hosseini's, Tan's, and Gluck's use of language in *The Kite Runner*, *The Joy Luck Club*, and *Gretel in the Darkness* respectively they were given the opportunity to evaluate their literary merit, which mirrors the same privilege given to literary critics. After all, the purpose of a critic is to evaluate. However, the ways in which students were invited to demonstrate this evaluation was through a Socratic Seminar. Two Socratic Seminars occurred during my study: one for *The Kite Runner* and one for *The Joy Luck Club*. Literary criticism attempts to respond to, contextualize, narrativize, and argue about literature (McComiskey, 2006), so a Socratic Seminar is an effective vehicle for students to demonstrate their knowledge. Ms. Shelley explained, "The way the novels are produced affects the readers' experiences, so as literary critics, the students are asked to evaluate whether what they are reading can be blindly accepted as "truth." By having a Socratic Seminar, students were encouraged to consider other viewpoints and then evaluate the texts' worth.

Students were given one day to prepare for their discussions. Discussion questions for both seminars are located in Appendix H and will be further discussed in illustrating a democratic classroom environment. The Socratic Seminar that followed *The Kite Runner* included the characterization of the protagonist, Amir, and universal meanings/themes that Hossein intended for his reading audience. Ms. Shelley described how students responded to and discussed their thoughts. She said

Some students discussed how Hosseini depicted the protagonist, Amir, as a rather complicated character who is not always looked favorably upon. Could Amir be a version of the author? Ideas of guilt, redemption, and relationships were discussed as theme topics of the novel. Does Hosseini's protagonist "become good again?"

As students discussed their evaluation of the text, they were also able to consider the views of their peers which was important to both novels because they were written by authors from minoritized groups who portrayed the struggle of assimilating into America's dominant culture. Considering that 7/10 of the students were from nondominant cultures, it was important that they were able to hear the perspectives of their peers to make an open-minded evaluation (Delpit, 1988). Delpit (1988) argues the importance of teaching students of all cultural backgrounds the skills necessary to engage with different sets of practices, especially those of the dominant power group. While students were successful in preparing for their Socratic Seminar for *The Kite Runner*, their preparation for *The Joy Luck Club* was sparse and Ms. Shelley reported that many students did not finish the book. Ultimately, because Ms. Shelley engaged her students as literary critics, and clearly understood this work herself, she was able to teach students to elicit/engineer, examine, and evaluate disciplinary knowledge.

Texts are representational: Analyzing author's intent and ideologies

Because Ms. Shelley engaged her students as literary critics and literary critics understand that texts are representational of political ideologies (McComiskey, 2006), 93% (n=11) of her lessons demonstrated her understanding that texts are representational. McComiskey (2006) explains, "One of the fundamental observations of recent literary theory is that all readers are historically and culturally situated, influenced by socially constructed identities and shaped by their class, race, gender, culture, ethnicity, and other factors" (p. 205). Upon this supposition, the literary critics of today analyze how certain groups are privileged in

the attainment of knowledge and therefore reads texts as representational which explains why 93% (n=11) of Ms. Shelley's lessons incorporated this tenet.

Ms. Shelley invited students to take up a representational orientation toward texts through her use of questions and writing prompts. When students read *The Kite Runner*, Ms. Shelley asked them, "Now, knowing just a little about him, what perspectives or ideologies are you expecting to see in the novel? How might it be different from another Afghani?" Here, Ms. Shelley directly confronts Hosseini as having values that may differ from another Afghani that affects his perspective. As an affluent Afghani who fled to the United States during the Russian conflict, his perspective is different than an Afghani who did not have the opportunity to flee. Students were given the opportunity to explore and discuss how his privileged perspective influenced the way he told his story. Furthermore, students were invited to explore how his position of power changed upon immigrating to the United States. Ms. Shelley furthered the discussion on texts as representational when she asked students

Who, in American society, has the most wealth? Privilege? Power? How do they use it? How can others attain wealth? Privilege? Power? Are these "good" attributes? Why or why not? How do we compare with other countries in this regard?

These questions were used to begin a discussion regarding the use and abuse of power. Understanding power dynamics undergirded all of Ms. Shelley's lessons. This understanding continued through the reading of *The Joy Luck Club* as I co-created a lesson using the article *Behind the 'Model Minority' Myth: Why the 'Stodious Asian' Stereotype Hurts* (Fuchs, 2017). As students read *The Joy Luck Club*, they were encouraged to analyze moments where the Asian female characters were representative of or pushed back against notions of the model minority.

Students were also asked to analyze gender roles in *The Joy Luck Club* and *Gretel in the Darkness*. Students were asked "What does it mean to be a woman? How does one become a

woman? What are the characteristics of a woman? How can you take away a woman's power?"

These questions set the students up for further discussion and analysis about power structures between and within male and female groups. As students constructed their responses to this question, Ms. Shelley mused, "This should be interesting with the current national climate and conversation regarding prominent males and abuse of power." As students read, analyzed, and discussed the novel and poem, ideological beliefs of the author and poet became apparent. Ms. Shelley asked,

What does she believe about the ideas of guilt? Trauma? Because Gretel is consumed by guilt and Hansel seems to have moved on, does Gluck have a view about the way males and females cope in traumatic situations? Are females more likely to feel guilty or take responsibility in traumatic situations? Why? Or, is this "guilt" a product of a damaged, anxious individual?

By analyzing gender issues, students' eyes were open to the way both authors juxtaposed their male and female characters in order to reveal gender roles. Ms. Shelley further queried,

What similarities do you see between the characters of *The Joy Luck Club* by Amy Tan and *Gretel in Darkness* by Louise Gluck? Are there certain dynamics or traits between the male and female characters? If so, why would the author and poet describe the relationships in a certain way?

By asking these questions, Ms. Shelley reminds students that texts are representational of codes of power regarding race and gender roles. Ms. Shelley demonstrated her stance toward texts as representational of political ideologies, which allowed her to create a democratic classroom environment where students had the opportunity to verbally wrestle with issues of power.

Creates a democratic classroom: "They like to talk"

Because students were engaged as literary critics and had a critical orientation toward texts, Ms. Shelley also invited them to employ democratic classroom discussions and used them as a strategy to elicit/engineer disciplinary knowledge. While this occurred in 50% (n=6) of her

lessons and students were an opinionated and outgoing group, they were hesitant to disagree with one another due to their lack of knowledge and perhaps lack of modeling. For example, questions for the first Socratic Seminar included, “How are Muslims portrayed in this novel? How does that help or hurt our relationships with Muslim people? Does Hosseini decide to portray Muslim people as negative? If so, why? Who is his audience?” *The Kite Runner* was written at a time when Americans (the author’s intended audience) were becoming more aware of Islam and the Taliban mainly because of the conflict in Afghanistan. Hosseini was aware of the current ideologies and political climate of America and Americans’ views of Muslims and the Taliban. His story portrays his native country and the dominant religion in a way that acknowledges his readers’ views, so they can “buy in” to his narration. This is evident in the way that Babba, his main character’s father, spoke negatively about his religious teachers. However, Ms. Shelley noticed, “Most students did not really notice that Muslims, or religions in general, are negatively depicted in the story; they only noticed that one branch of the religion is stricter than the other and that the Taliban were authoritarian and cruel.” Therefore, their democratic discussion was stilted because of their lack of knowledge.

More modeling may also have helped students push back against each other’s perspectives. Windschitl (2019) discussed the importance of meaningful talk to acquire disciplinary knowledge. Meaningful classroom talk allows students of all backgrounds to be positioned as members of an intellectual community that gets better over time at building new knowledge, embracing different ways of knowing, and dealing with uncertainty” (Windschitl, 2019, p. 13). Ms. Shelley’s class reflected this. She explained, “Sometimes conversations can be difficult, or at least awkward, because of the exchange that may ensue, so students are advised to encourage a democratic, though respectful classroom.” While Ms. Shelley’s students may have

voiced their opinions, they “respectfully” listened to each other without pushing back. However, when Ms. Shelley posed these questions for the Socratic Seminar, “Can power exist without struggle and without inequality? How does this relate to *The Kite Runner*? How does it relate to current issues of power and inequality in our society and in your personal experiences?” she felt that students did push back. She informed me that “Many students also agreed that inequality persists in the United States, whether it is because of socioeconomic or racial/ethnic divisions, and it is extremely difficult to get out of your group. Those with money and connections usually have the power.” However, I did not see or hear this exchange.

It appeared that when students were asked specific questions about power, they were willing to agree or disagree with a posed question. However, Ms. Shelley hesitated to push them to disagree with one another. Furthermore, “Human beings engage in critical practice when two elements are present: (1) they are knowledgeable about the topic and (2) they are interested and even passionate about the topic (Stevens & Bean, 2007, p. 91). Students in this class appeared more knowledgeable and passionate about gender roles than they were about Islam and Afghanistan.

Ms. Shelley also noticed that students were most comfortable discussing gender roles. When reading *Gretel in the Darkness*, Ms. Shelley asked,

What similarities do you see between the characters of *The Joy Luck Club* by Amy Tan and *Gretel in the Darkness* by Louise Gluck? Are there certain dynamics or traits between the male and female characters? If so, why would the author and poet describe the relationships in a certain way? Use both texts and bios of the author and poet to help with your answer.

In this discussion, Ms. Shelley noticed that her male and female students were quick to “defend” their gender roles and their views of their gender. She explained, “You can see how it’s much easier for them to talk about what male and female roles are. They like to fight about that.”

However, even though Ms. Shelley gave students permission to “Rant about it. Make sense of it. Show your feelings,” with regards to their *Kite Runner* discussion questions, students rarely did. When I asked Ms. Shelley about this, she explained, “They will disagree with one another and my past AP classes have had a lot of heated discussions, especially since the election of Trump.” However, I did not witness heated discussions throughout my study. Perhaps situating democratic discussions after incorporating metalanguage analysis could have given students textual evidence with which to defend their views.

Metalanguage Analysis: In Search of Power Discrepancies

Direct instruction of metalanguage analysis occurred in 25% (n=3) lessons. To introduce *The Kite Runner*, Ms. Shelley directed students’ attention toward how language in the text revealed power dynamics. Students were explicitly taught, “Language perpetuates political and ideological beliefs that privilege some and minoritize others,” and asked, “Is this found in the novel? Where? What effect does it have on the reader? Through language in the novel, who has the power?” As students found textual evidence of power, we created a see-saw model that placed one character on one side and another character on the other side. As students provided language from the text that gave one character more power over the other, we moved the see-saw up or down to indicate the imbalance. Providing this visual with the language students found showed them the weight of these words. The emphasis of this activity spanned the next two lessons as students were instructed to continue their metalanguage analysis in order to illustrate the complex power dynamics within *The Kite Runner*. Stevens and Bean (2007) contend that without metalanguage analysis, students’ abilities to talk about texts are very limited (p. 66). Perhaps more emphasis on metalanguage analysis would have given students a vehicle with which to push back against dissenting views in their democratic discussions and provided more opportunities for reconstructing their texts to promote social justice.

Cycles of Deconstruction and Reconstruction: Turning the Tables on Power

Students were only given one opportunity to move through cycles of deconstruction and reconstruction in a lesson for *The Kite Runner*. After students used metalanguage analysis to deconstruct the power dynamics between certain characters, they were then asked to “flip the power” of the main characters – making Amir more passive and giving Hassan the power. In this way students were given the opportunity to be agents of change (Dyches, 2018) and demonstrate how power dynamics can be reversed. Stevens and Bean (2007) warn teachers that when students deconstruct texts, they often feel “nihilistic” and “at a loss of agency,” (p. 66) so when they reconstruct texts, they find spaces of “empowerment, agency, and efficacy” (p. 66). Unfortunately, students did not have time to complete their reconstructions and this cycle was not repeated within the confines of this study. Reconstruction is often a gateway to agency and social justice, so this omission also affected students’ opportunity to promote social justice.

Literacy to Promote Social Justice: Missed Opportunities

Continuing with the lack of opportunities to move through cycles of deconstruction and reconstruction, Ms. Shelley’s instruction also stopped short of providing students the opportunity to promote social justice. Opportunities to publish their work (Kaczmarczyk, Allee-Herndon, & Roberts, 2019), perform action research projects (Marciano & Warren, 2019), or interact with the community (Janks, 2013; Love, 2019) did not occur within this study. Because Ms. Shelley struggled with the behavior of her ninth grade students, I had suggested that she have her AP students present critical work or raise her ninth graders’ awareness of social issues in some manner, but due to time constraints she did not pursue these avenues. Ms. Shelley’s ability to engage students as literary critics who treat texts as representational led her to demonstrate CDL 1 critical analysis of discipline-specific texts and CDL 2 critical disciplinary literacy strategies,

but her instruction fell short in providing students the opportunity to employ CDL 3 reconstruct texts to promote social justice.

CDL 1: Critical Analysis of Discipline-Specific Texts: Situated in Context and Authors' Intent

As previously demonstrated in *engage* and *texts as representational*, by inviting students to do the work of literary critics, Ms. Shelley promoted students' critical analysis of discipline-specific texts by establishing a critical disciplinary stance toward texts. Ms. Shelley inherently understood that students should regard an author's biographical information and the context's historical information in order to deconstruct a text for themes regarding power and representation. For example, when she explained, "The students introductory questioning and research on Khaled Hosseini's background provided disciplinary content to guide the students for the more critical questions about the author's perspective, ideologies, and how he may have a different "take" than another Afghan writer," she demonstrated her simultaneous incorporation of both critical and disciplinary literacies. She further corroborated this understanding when I asked her how disciplinary and critical literacies worked together in her lesson. She explained, "Disciplinary and critical literacy work came together as students continued the writing and discussions with both socio and political ideas from the novel/author and socio and political ideologies in history and today's world."

Ms. Shelley also understood CDL as confronting imbalances of power. When I asked her how her lessons reflected CDL, she explained that the questions she used regarding power helped students do critical disciplinary work. She explained,

I specifically asked questions about power struggles: How does Amir's and/or Baba's experience being part of American society change how they feel about Afghanistan? Have they gained more power or have they lost power by becoming part of American society? What are the implications of that? Can power be a good thing and how are positions of power maintained? Can power exist without struggle and without inequality?

How does this relate to *The Kite Runner*? How does it relate to current issues of power and inequality in our society and in your personal experiences?

By confronting power through the questions she asked, Ms. Shelley was able to simultaneously engage her students in the disciplinary work of a literary analyst who understands that texts are representational. Once students developed this stance, Ms. Shelley could then teach critical disciplinary strategies to further their understanding.

CDL 2: Critical Disciplinary Strategies to Acquire Knowledge: Preparation for Critical Work

Ms. Shelley had her students demonstrate their critical disciplinary work as literary analysts through quick writes, demonstrations, and class discussions. While some of these strategies appear like content area reading strategies, they are considered critical disciplinary strategies because of their ELA-specific critical stance.

Quick Writes

For example, students were often asked to quick write responses to critical questions. before they delved more deeply into the text or a critical discussion. Ms. Shelley asked many difficult questions which required students to consider issues before they were able to discuss them. These quick writes also gave students an opportunity to reference the text to support their claims. Table 6.4 describes various questions that students responded to in writing before the lessons began.

Table 6.4 Description of quick write questions

The Text	The Quick Write Prompt
<i>The Kite Runner</i>	“What does it mean to be a man?” How does one become a man? What are the characteristics of a man? How can you take away a man’s power? How were these questions developed in <i>The Kite Runner</i> ?
	“Can power exist without struggle and without inequality? How does this relate to <i>The Kite Runner</i> ? How does it relate to current issues of power and inequality in our society and in your personal experiences? Can people move out of their social groups and why or why not? How do people move out of their current social groups?”
<i>The Joy Luck Club</i>	“What does it mean to be a woman? How does one become a woman? What are the characteristics of a woman? How can you take away a woman’s power?”
	“Who are Asians? Where are they from? How are Asians viewed in our society-what are some of their stereotypical characteristics? Why do you think we do not hear about the oppression of Asians as often as we hear about other minoritized groups?”
	“What is expected of the male and female characters? How is this similar or different in other cultures? How does Tan compare China to America throughout the novel? What can you infer through these comparisons? With each chapter who is the intended audience? What is Tan’s purpose in varying the audience? How does the structure of the novel lend itself to the themes?”
<i>Gretel in the Darkness</i>	“What kind of person struggles with guilt? Feels tortured even when everything is okay now? Has a hard time letting go and moving forward? How do these people often cope with their feelings?”

Each of these quick write prompts allowed students to prepare their thoughts in order to engage in an appropriate text-based discussion. Ms. Shelley explained, “The reading and prep work set the precedence for discussion that incorporates the novel’s content, universal meanings/themes, literary devices, and literary strategies with who the author is and where she is coming from as an author.” The quick writes helped prepare students for future critical disciplinary work.

Demonstrations

Ms. Shelley and I also incorporated demonstrations involving visual aids to help students visualize power dynamics. The demonstrations using a scale when describing power structures in

The Kite Runner and a T-chart with images to discuss assimilation with regards to *The Joy Luck Club* helped students make connections to their critical disciplinary work.

To help students understand the concept of assimilation, we first introduced them to the notion of the “model minority.” Ms. Shelley wanted students to understand this concept first because the way Asians are stereotyped in our country perpetuates the encouragement of immigrants to “assimilate” to our country (Fuchs, 2017). Ms. Shelley explained to students, “The stereotype of soft spoken, intelligent, hardworking, disciplined, compliant Asians in our country exists, and although they are often very successful, overall, Asians do not usually obtain leadership positions in our society.” To demonstrate assimilation then, Ms. Shelley created a T-chart on the board and guided students through a series of images asking students if they were examples of assimilation or not. Students viewed the images and argued under which column the slides fit. Examples of assimilation that Ms. Shelley recorded included learning the language, eating ‘American’ food, attending school, joining a mainstream religion, wearing American clothing, celebrating mainstream holidays, and ignoring cultural holidays. Examples of not assimilating including not learning/speaking English, retaining ethnic jewelry and customs, wearing clothing that reflects minority religions and cultures, and not looking like the dominant ethnicity. This demonstration and the one described earlier where students used metalanguage analysis to tip the “scale” we were manipulating, helped students to not only elicit/engineer the text to determine themes, but to visualize texts as representational of power and dominant ideologies. Ms. Shelley corroborated these notions by explaining,

This allows the students to use both disciplinary and critical literacies to begin considering not only whether or not the characters/Asian-Americans today assimilate, avoid assimilation, or find themselves trying to fit in a unique mold, but consider what power struggles still remain. Just how much do American dominant ideologies affect Asian-Americans in the novel and in life?

Ms. Shelley knew that in order for students to understand assimilation, seeing examples of them side by side would help them make better connections. These demonstrations also helped students make connections to the examples if their families had experiences with assimilation. Sometimes demonstrations give students a space to make connections versus a classroom discussion which can promote confrontation (Stevens & Bean, 2007).

Class Discussions

Class discussions were also considered a critical disciplinary strategy in Ms. Shelley's case because she used them to prepare students for the Socratic Seminar or to construct a literary essay. Ms. Shelley considered class discussions necessary in that "students are very vocal" and to help them consider "multiple perspectives." Ms. Shelley demonstrated her use of class discussions to prepare students to read *Gretel in the Darkness*, a poem depicting Gretel from the fairy tale Hansel and Gretel, as having guilt due to taking the life of the witch in order to save her brother. In the poem, Gretel does not understand how her brother behaves as if the experience no longer affects him when she is still suffering from the memory. Because "guilt" is often an emotion women struggle with, Ms. Shelley assigned students a partner to discuss: "Do you ever feel guilty if you didn't do anything wrong? Explain?" Once students share with their partners, she asked them to share with the whole class. As she listened, she reiterated their responses saying, "Ok, oh guilt by association. So someone does something bad and then you feel guilty, like survivor's guilt." Another group discusses "overthinking" suggesting that Gretel is just "overthinking" the situation. Ms. Shelley suggested, "Are you talking about ruminating?" To get them to understand that people sometimes feel guilty when they aren't guilty, she asked, "Do you think something bad would have happened to them for them to feel that way or be that way? Have you ever had something happen and you never meant it to be bad or you didn't show up somewhere and it didn't bother you much at the time, but later you think about it and it makes

you feel guilty?” Students then shared their experiences. In this initial discussion, gender differences were not discussed. Ms. Shelley asked students these questions about guilt in order to prepare them to interpret Gretel’s guilt. Then she assigned students to discuss the speaker of the poem, her traits, her issue/problem, the universal meaning/message/theme of the poem, and the poet’s perspective? Then, Ms. Shelley gave them a short biography to read about Louise Gluck and asked students to read it and the poem. Once students read the poem, Ms. Shelley asked students, “Do you think there’s a difference between how girls and boys process events?” Ms. Shelley used discussions as a springboard to future work, not as a stopping point. Unfortunately though, once students performed their Socratic Seminar and literary analysis, Ms. Shelley did not provide students the opportunity to reconstruct or produce authentic disciplinary texts to promote social justice.

CDL 3: Reconstruct or Produce Authentic Disciplinary Texts to Promote Social Justice: The Struggle to Work Outside of the Classroom

While Ms. Shelley displayed an understanding of CDL 1 and 2, her instruction stopped short of inviting students to reconstruct authentic disciplinary texts to promote social justice. While Ms. Shelley provided opportunities to confront critical issues, she did not have time to pursue social justice outside of the classroom. However, “A teacher who subscribes to a social justice paradigm not only recognizes and teaches students about inequities but also addresses those disparities within their classroom” (Dyches & Boyd, 2017, p. 3). As Ms. Shelley discussed assimilation with her students, she could have had students examine how students at Washington High School are required to assimilate. For example, many students at Washington struggled with time. Students were late to school, late from lunch, and late to each period. However, many cultures do not regard time the way Americans do (Scull, 2016). Perhaps conversations around

time and culture could help students and staff work together to establish expectations that respect students' cultures.

Another element that Ms. Shelley discussed were gender roles. Students could have been given the opportunity to analyze the students' handbook as to dress-codes and the ways in which members of the opposite sex treated one another. Many cultures continue to oppress women so having students analyze this oppression within their school and communities could also help promote social justice. Finally, Ms. Shelley could have turned students' attention toward promoting social justice among their younger peers. When students have older peers raising awareness of and promoting social justice, younger students may follow suit. While Ms. Shelley demonstrated many of the tenets of DL, CL, and CDL she still struggled to invite her students as active agents and work toward social justice. Factors that promoted and inhibited her CDL instruction will be discussed in the next section.

Results from the Inductive Analysis: Factors that Promoted and Inhibited Critical Disciplinary Literacies

Deductive analysis showed that Ms. Shelley engaged her students as literary critics which inherently involved a critical orientation towards texts. Therefore, several factors promoted her critical disciplinary work such as her understanding of the authentic work of a literary critic, her ability to capitalize on her students' diverse experiences and connections to the curriculum, and a flexible curriculum which afforded opportunities to incorporate CDL. Inhibiting factors included Ms. Shelley's emphasis on AP test preparation and the way in which her instruction stopping short of granting students agency. Table 6.5 demonstrates the inductive process of determining the theoretical codes discussed in this section.

Table 6.5 Description of emerging, focused, and theoretical inductive codes (Ms. Shelley)

Emerging Codes	Focused Codes	Theoretical Codes
Texts as representational, Literary analyst, authors' identity informing analysis, authors' background, critical stance, understands CL	Texts as Representational Authentic work as literary critic	Understood authentic critical disciplinary work
Students' background, students' interests, positive student outcomes, students' experiences, diverse classroom, classroom discussions	Students' diverse experiences Students' connection to the curriculum	Capitalized on students' diverse experiences and connections to the curriculum
Adaptable, adding CDL, AP standards, time, teacher autonomy,	Teacher autonomy "Adding" CDL	Flexible curriculum
Time, district-wide assessments, AP test, practice tests, district expectations	Standardized test preparation	Emphasized test preparation
Time, missed opportunities, fidelity of curriculum	Time Staying faithful to curriculum	Stopped short of granting agency

Factors that Promoted Ms. Shelley's CDL Instruction

Understood Authentic Critical Disciplinary Work

One promoting factor that marked Ms. Shelley's case is that she understood the work of a literary critic. As the only participant with her master's degree, she demonstrated more experience understanding a critical analysis of texts and has practiced this within her own studies. As previously emphasized, modern literary critics inherently view texts as representative of cultural and social ideologies (McComiskey, 2006). Whereas other ELA disciplines such as authors/writers, editors, bloggers, speakers, and researchers can go about their work ignoring

their and others' political ideologies, literary critics cannot ignore the author's background and other contextual features that may inform their interpretation (McComiskey, 2006).

According to McComiskey (2006), criticism is an attempt to record, contextualize, narrativize, and argue about a piece of text (p. 201). While he contends that literature is "the best that is known and thought," literary critics immediately ask, "Best by what standard of measurement?" (p. 205). There has been a shift from canonizing literature to "invoking and subverting assumptions and values" to "reinventing and revaluing" texts. When students are invited to this disciplinary community, they are invited to reinvent and evaluate these texts as well.

By inviting students to engage in the work of a literary critic, they analyzed and discussed texts as literary critics or potential authors, rather than just merely reading the text and responding to it as students. For example, with regard to reading *The Joy Luck Club*, Ms. Shelley explained, "The reading and prep work set the precedence for discussion that incorporates the novel's content, universal meanings/themes, literary devices, and literary strategies with who the author is and where she is coming from as an author. From what lens does she write her novel?" Considering multiple lenses guides students' work as literary critics (Janks, 2013; Scholes, 2011). More specifically, Ms. Shelley, to incorporate CDL work, invited her students as critical literary critics (McComiskey, 2006, p. 226) to "attempt to define and evaluate the effects of social forces that influence critical and creative textual production, interpretation, and literary canonization" (p. 227). In this way, by approaching texts from a critical orientation, students are engaging as critical literary critics. Critical theory focuses on the reader, text, audience, and context (p. 229). As the deductive analysis showed, Ms. Shelley did just that. When I asked her

how our lesson about the model minority and *The Joy Luck Club* engaged students as literary critics, she explained

We...discussed whether American Asians are considered the “model minority,” because most are pictured as hardworking, compliant, intelligent – immigrants that those in the United States feel are excellent examples of new citizens. However, Asians are not often seen in leadership/managerial positions in relationship to their worth. Are they considered model minorities because they contribute but do not threaten non-minorities? Are they truly assimilating or keeping their Asian “attributes,” which upon reflection, may be keeping the old power structure based on ethnicity in the United States?

When Ms. Shelley invited students to share their examples of assimilation, she focused on the “reader.” Alluding to the themes within *The Joy Luck Club* focused on the “text.” By considering assimilation and who has to assimilate, students were able to consider the audience. Finally, Ms. Shelley’s attention to America’s perceptions of Asians as the model minority focused on the “context” of the novel. Her invitation to do the work of a literary critic also capitalized her students’ diverse backgrounds.

Capitalizing on students’ diverse experiences and connections

Another factor that promoted Ms. Shelley’s implementation of CDL was revealed through her choice of texts, discussions, and activities that capitalized on her students’ diverse experiences and connections leading to richer discussions and empowerment. While students struggled with the context of Afghanistan, Hosseini’s background, and knowledge of 9/11, they were able to connect well with the discussion of power. Students in Ms. Shelley’s class did not only face discrimination based on race but struggled socioeconomically as well. She noticed how much her students enjoyed deconstructing the power dynamics in *The Kite Runner*.

Furthermore, when Ms. Shelley introduced students to the concept of assimilation, her students were able to connect with this concept. One of her former students, Marjorie, came to visit while students were in discussion groups talking about assimilation. Ms. Shelley had just

asked students if they thought people should assimilate to American culture or if they shouldn't.

Ms. Shelley reflected on the discussion explaining

I think it was interesting because so many of them are first or second generation in the United States and they come from different countries. I do feel like my Latino students feel more forced to assimilate although that may be a fluke--they definitely had a little more of an edge as far as feeling like they may be forced to assimilate into mainstream America and you know learn English and do everything a certain way where, Marjorie, who came from I can't remember which African country, she said 'Well you need to do this to be successful. This is why you need to assimilate to become as American as possible,' because I'm sure that's what she was programmed to think coming from a refugee camp and coming to the United States. I think there were some good points there about how they feel forced and you shouldn't feel like you have to give up everything that you are from your former culture, but yet just logically there are certain things you need to do to be successful, like learn the language.

Here, Ms. Shelley noticed that while her students are minoritized, they are often "programmed" to view their world a certain way and accept certain dominant ideologies (Freire, 1970; Vaccaro & Newman, 2016). However, having dissenting views in the classroom helped Ms. Shelley's CDL instruction as students were able to consider multiple viewpoints, listen to peers who are different from themselves, and express their own feelings and experiences in a safe environment (Stevens & Bean, 2007). Because of this, Ms. Shelley was also able to connect to students' lives through her fluid and flexible curricular choices.

Fluid and Flexible Curriculum

Finally, Ms. Shelley's fluid and flexible curriculum was invaluable to her CDL instruction. Ms. Shelley was open to suggestions and often asked for my advice when planning lessons or tweaking Socratic Seminar questions. She used me as a resource more than the other two participants which worked to her advantage. When I wasn't there, Ms. Shelley also notified me as to what students were working on. For example, she explained

While I was gone [to a wedding], Jeffrey [her student teacher] did a little metalanguage analysis lesson to follow up with your lesson. We also had the students analyze William Blake's "A Poison Tree" and discuss connections between the poem and the novel.

Today, students had a timed writing prompt about the poem's overall meaning/theme, how it is conveyed, and how that same theme is shown in the novel (thus far).

Even though Ms. Shelley was absent, she had instructed her student teacher to implement CDL. This shows her commitment to adjusting her curriculum to accommodate CDL even when I was not present.

Though the test preparation was an inhibiting factor that will be further discussed, standardized testing also proved to interrupt our schedule, but Ms. Shelley always worked around it and continued to make time for CDL. For example, she explained,

So, this week's schedule is different because ACT testing is tomorrow (unless the weather prevents it), so AP Lit. (B Day) is on Friday. Monday-A Day, Tuesday-B Day, Wednesday-ACT Day, Thursday-A Day, Friday-B Day. And... that also means that I told you the incorrect Socratic Seminar date. We need to do it next Tuesday or Thursday.

Later in the semester, students would also take the new state assessments that are no longer timed. Because the tests were not timed and Washington students vary in ability, English proficiency, and attendance, Ms. Shelley spent a week and a half pulling her ninth graders from other courses to finish the language arts portion of the exam and students from her AP Lit. class were pulled to finish tests in other courses. However, Ms. Shelley still made arrangements for me to observe and collaborate with her CDL instruction.

Even though Ms. Shelley's CDL instruction was promoted by her understanding of the work of a literary critic, capitalizing on her students' experiences and connections to the text, and flexible curriculum, test preparation greatly inhibited her instruction due to the time it took causing limited opportunities to grant her students agency to promote social justice. These factors will be discussed below.

Factors that Inhibited Ms. Shelley's CDL Instruction

Emphasized Test Preparation

While deductive analysis showed that Ms. Shelley's instruction stopped short of inviting students to use their knowledge of critical analysis to promote agency, inductive analysis showed that she granted students agency through AP test preparation instead. While many students in minoritized groups are not afforded opportunities to take AP courses and exams (Delpit, 2006). Delpit (2006) urges teachers of minoritized students to ensure all students have equal opportunities to conventions of American society that will ensure their success. Ms. Shelley provided this opportunity by devoting time to preparing for the AP exam. However, her use of practice tests, which may be an effective method for test preparation, took away time for advanced literacy instruction like CDL which may also promote higher test scores (Dew & Teague, 2015). Davis & Vehabovic (2018) warn teachers of the effects of teaching students to comprehend texts in order to score well on a standardized test. They contend, "It is important that teachers resist pressures to engage in test-centric instruction so students do not come to prioritize test performance as the most important feature of their literacy identities" (p. 580). Furthermore, Delpit (2006) also determined that teachers should teach more, not less content to students in poor, urban areas. Therefore, test preparation was the largest prohibiting factor and affected Ms. Shelley's CDL instruction in some way in 100% of her lessons due to the time it took away from CDL and authentic disciplinary work.

Time

While the deductive analysis revealed that CDL instruction occurred throughout most of her lessons, Ms. Shelley's 90-minute blocks often only offered 20-30 minutes of instruction. Because students had 90-minute blocks every other day, she used Wednesdays as test preparation for the AP exam and therefore, no CDL or instruction of any kind occurred on Wednesdays. This

meant that students received instruction only twice a week. Because students struggled completing their work outside of the classroom, these fragmented moments of instruction made it difficult for students to traverse *The Kite Runner* but especially *The Joy Luck Club* due to its changing perspectives every chapter. Furthermore, because students were often late to class or absent, they may have only received actual CDL instruction once during the week which is not ideal for advanced literacy instruction. Students who do not sustain literacy activities in a timely manner struggle making the necessary connections between the text and their lives (Moje & Hinchman, 2004).

The use of practice tests

Test preparation took the form of practice tests. Research shows that test preparation is often a greater focus in schools with diverse populations than schools made up of predominantly White students (Abrams, Varier, & Jackson, 2016). Ms. Shelley would not only use every Wednesday she had students to take a practice test, she would also spend time other days by having students make corrections on previous tests. During one of my observations, she first reviewed the standards for reading interpretation. Then she handed back students' multiple choice tests and gave them a chance to redo one of the passages and fix the ones they got wrong. However, students could not just switch an answer; they had to write an explanation for why they changed it. She also let them work with a partner. When I asked Ms. Shelley how she prepared students to take these tests, she explained that they learn how to navigate theme and figurative language but added that unless students are prolific readers, they don't do well on these tests anyway. As I read through the practice test, I too put forth much thought to identify the correct answers.

Her perspective that CDL is not test preparation

Ms. Shelley also devoted less time to CDL due to her perception that the AP exam did not involve CDL. She explained

The biggest prohibiting factor is the issue of time since the AP Literature and Composition curriculum does not really specifically address CDL. Students are mainly prepared to write analysis essays based on the text itself (tone, literary devices, overall meaning of the piece, etc.) and identify literary components and meaning in passages. Although CDL work, or discussion of lenses in literature may definitely be implemented, the current block schedule and amount of actual class time deters from doing a lot of it. Students spend quite a bit of time preparing for the AP test.

Ms. Shelley has a point. While CDL affords students the opportunity to effectively deconstruct a text while doing real disciplinary work (Moje, 2015), taking a standardized test is usually not considered an authentic experience of a literary critic. However, I would argue that CDL helps students interpret themes in a text regarding representation and codes of power (Dyches, 2018a), uses metalanguage analysis as textual evidence of these power dynamics (Stevens & Bean, 2007), and grants students agency to convince their reader (Dyches & Boyd, 2017). Advanced literacies such as disciplinary, digital, and critical should not be taught apart from test preparation, nor should test preparation be isolated from critical thought (Delpit, 2006). The AP English test does, in fact, include CDL components, requiring that students' literary essays offer a range of interpretations, provide a convincing reading and analysis, demonstrate consistent and effective control over the elements of composition appropriate to the analysis, and provide specific, perceptive, and persuasive analysis (McCammon, 2018). However, Ms. Shelley defended her AP curriculum explaining

I think that the AP curriculum does provide a very rigorous environment for students to prepare for college English work. We cover six novels/full-length plays each year, along with many poems, short stories, excerpts, etc. The current grade level English class does less than half that work and many of our mainstream students struggle to adjust to the challenges of a college class load.

Here, she explained that the AP curriculum without CDL was also sufficient test and college preparation. However, Ms. Shelley was open and willing to implement some CDL in her class, but her main pursuit was for her students to pass the AP exam. While it is important that she and her district believe that students should have access to AP and college preparatory courses, this practice inhibited critical disciplinary work during this study. While affording students AP opportunities is important work, Ms. Shelley assured me that, “The key is to provide a rigorous literature class that prepares for the test while it not being ‘all about the test.’”

Missed Opportunities to Promote Agency

Another inhibiting factor was that Ms. Shelley also emphasized test preparation so much that she missed other opportunities to promote agency (Dyches, 2018a; 2018b; Lewison, Leland & Harste, 2008; Moje, 2007, 2015). This was evident in the lack of representation of evaluate, create a democratic classroom environment, teach cycles of deconstruction and reconstruction, and literacy to promote social justice. Literary criticism was the vehicle to help students read and write critically on the AP exam, but not to further their or others’ identity and agency. Ms. Shelley admitted to struggling with finding room in her curriculum to add agentive opportunities. She queried

Although students at Washington High are very interested and some very active in social justice, I am not sure how to implement that with fidelity in the spectrum of our English class. How could we do it in a time frame that works for everyone? Or, would students be on their own to do projects outside of the classroom?

Rather than approaching her instruction from a critical disciplinary stance, she still viewed CDL as an additive approach and a method that her current curriculum may not have room for. Additionally, she explained, “Specific curriculum requirements reduce the time allotted for CDL but it can be implemented in small doses along with other lessons.” When CDL

is taught as isolated incidences verses threaded throughout a curriculum, it may function as the form of “multicultural education” Nieto (1994) warns against.

Implicit opportunities for agency

Furthermore, opportunities to promote social justice were implied rather than explicitly addressed for Ms. Shelley’s students because of who they were. Her students attended a diverse high school, read texts written by minoritized authors, talked about Whiteness, race, assimilation, and gender roles, and Ms. Shelley teaches at a really diverse high school--isn’t that social justice? Dyches & Boyd (2017) would argue “No,” contending that “Social Justice Knowledge should involve both an individual awareness and a schema for contributing to a more just society” (p. 7). Raising students’ awareness is not enough. Social justice occurs when students are given opportunities reconstruct texts in order to disrupt the status quo (Dyches, 2018a; 2018b; Dyches & Boyd, 2017; Moje, 2007). The inductive analysis revealed that Ms. Shelley was more concerned about the agency the AP exam afforded than granting them agency through CDL.

Concluding Ms. Shelley’s Case

Ms. Shelley’s case was marked by her springboard into CDL through the invitation for students to engage in the work of a literary critic. While I have emphasized how elicit/engineer, examine, and evaluate cannot occur unless a teacher has engaged them in disciplinary work (Moje, 2015), Ms. Shelley’s case exemplifies this point. Furthermore, as Stevens and Bean (2007) contend that teachers cannot create a democratic classroom, use metalanguage analysis, move through cycles of deconstruction and reconstruction, and promote social justice unless they understand that texts are representational, Ms. Shelley’s instruction also demonstrated many of these tenets. Because literary critics naturally interpret the representational nature of texts, Ms.

Shelley's students automatically demonstrated CDL 1. Additionally, Ms. Shelley taught critical disciplinary strategies to guide students throughout their analysis. Unfortunately though, a critical orientation toward discipline-specific texts does not ensure that a teacher will guide her students to reconstruct knowledge in order to promote social justice.

Ms. Shelley's understanding of the work of a literary critic promoted her CDL instruction more than any other factor. It allowed her students to consider the reader, text, audience, and context in order to evaluate the texts' worth (McComiskey, 2006). Because ELA teachers often become confused as to what their disciplinary work entails (Reynolds & Rush, 2017) they often take on multiple disciplines (McComiskey, 2006). Ms. Shelley's narrow focus and expertise in English literature helped her engage her students as fellow members of her discipline.

Another promoting factor was her ability to capitalize on her students' experiences and connections to the texts. Because she taught the most diverse class with 60% students of color, she empowered them to express their voices, encouraged them to push back against dominant narratives, and consider multiple viewpoints. By providing students with texts they can relate to, students saw themselves reflected in the text (Sims Bishop, 1990), but also learned more about each other.

Finally, Ms. Shelley's ability to be flexible with her time and curriculum helped move CDL instruction along when it could have easily been pushed aside. Because of her district's testing demands, Ms. Shelley struggled to manage her time between test preparation and instruction, but she did her best to accommodate her students and me. Teachers have so many curricular demands, and I appreciated her willingness to work with me.

Unfortunately, Ms. Shelley's CDL instruction was greatly hindered by test preparation. Even though she felt that very few of her students would score well on the AP exam, much preparation took away from instructional time with the hopes they pass. However, disciplinary and critical literacies theories clash with the purpose of standardized testing. Instead of teaching for a test, disciplinary literacies wishes to engage students in authentic disciplinary work (Moje, 2015). Furthermore, critical literacies would regard standardized tests as representing political and dominant ideologies (Morgan & Wyatt-Smith, 2000). CL scholars would rather analyze these inherently biased tests than have students take it.

In conclusion, the CDL instruction that Ms. Shelley provided her students was effective and empowering. However, because of testing constraints, students were not able to delve as deeply as they could have and opportunities for action were sparse. While Ms. Shelley's students were the most diverse group in this study and the most economically disadvantaged, I was hoping they would move toward action, but as with many teachers, Ms. Shelley could not take on one more thing and neither could her students. However, I was grateful for the time Ms. Shelley and her students devoted to CDL.

CHAPTER 7. CROSS-CASE ANALYSIS AND IMPLICATIONS

In the previous three chapters, I described the ways in which three teachers, Ms. Dickens, Ms. Austen, and Ms. Shelley practice DL, CL, and CDL. I used deductive analysis to examine their implementation and understanding of the 12 a priori codes of DL, CL, and CDL and then employed inductive analysis to understand the factors that promoted and inhibited their instruction. I gathered rich data from the lesson plans and assignments, observations, and interviews which led to three unique stories as they traversed literacy instruction that not only requires acute comprehension of text but also the analysis of their political and ideological agendas. Each participant enlightened this study's understanding of CDL and the factors that support and challenge its instruction.

Chapters four, five, and six were dedicated to parsing out the revealing moments of Ms. Dickens', Ms. Austen's and Ms. Shelley's unique cases. While each case is independent, however, cross case analysis revealed how their practices of DL, CL, and CDL compared to each other. While each teacher employed vastly different techniques, there were commonalities that may be helpful in understanding CDL as a comprehensive form of instruction in secondary English. To begin the discussion, I describe participants' successes and challenges as they navigate the 12 a priori codes of DL, CL, and CDL which guided their practices. Then, I broaden the discussion to include the factors that promoted and inhibited their instruction demonstrated across the three cases. Finally, I shift to the implications of this study and how it adds to the literature on research and practice.

Before embarking on the cross case analysis, I pause to remind the reader of the qualities of each participant in this study. Ms. Dickens and Ms. Shelley demonstrated an understanding that texts are representational which allowed them to exhibit other critical literacies and therefore

critical disciplinary literacies. Conversely, Ms. Austen, who demonstrated significantly more disciplinary literacies practices, did not understand that texts are representational, which unfortunately excluded her from many of the CDL discussions in the cross case analysis because this stance toward texts is imperative to the critical analysis required by CDL. However, these qualities confirmed and complemented each other's strengths and shortcomings because CDL requires strengths in DL and CL that the participants demonstrated across cases.

Cross Case Analysis of the A Priori Tenets of DL, CL, and CDL

Figure 7.1 illustrates the ways in which Ms. Dickens, Ms. Austen, and Ms. Shelley practiced DL, CL, and CDL. This visual representation depicts the number of lessons in which each participant demonstrates the 12 a priori codes. The x-axis presents the codes and the y-axis the number of lessons out of a total of 12. In this way, a comparison between all three participants can be easily made. Clearly, teachers had more success demonstrating disciplinary than critical literacies which affected their representation of the three critical disciplinary literacies tenets.

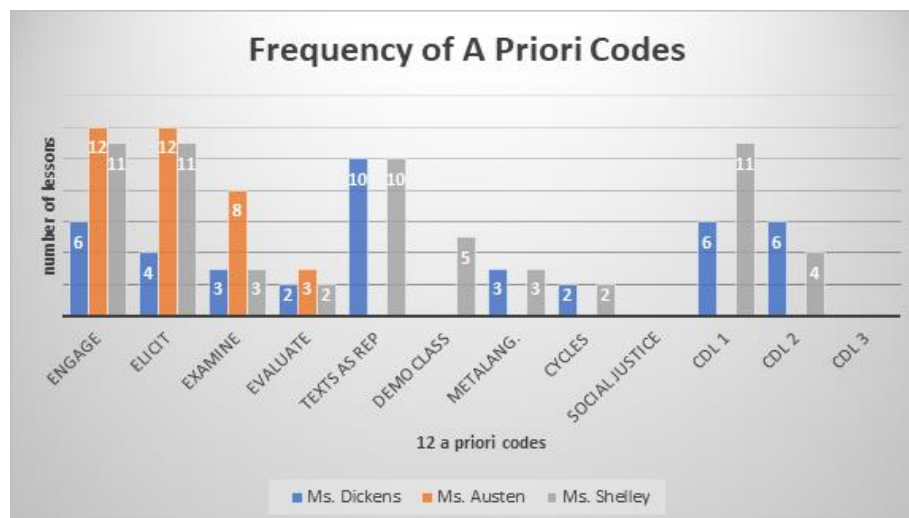


Figure 7.1 Cross case comparison of the 12 a priori codes

This figure shows that certain DL, CL, and CDL tenets were more frequently performed than others. Cross case analysis revealed that for the most part all three participants engaged their students as members of the English discipline and were then capable of providing students strategies to elicit/engineer disciplinary knowledge more frequently than other tenets.

Furthermore, Ms. Dickens and Ms. Shelley demonstrated an understanding that all texts are representational and therefore discussed who was privileged or excluded from the texts they were analyzing. Tenets that were less frequently performed were those requiring agency such as evaluate, democratic classroom, cycles of deconstruction and reconstruction, and literacy to promote social justice. Additionally, while there were some examples of language analysis for disciplinary or critical purposes, findings showed that language instruction was less prevalent within the 12 observed lessons. These successes and challenges also contributed to the factors that promoted and inhibited CDL instruction which will be discussed in subsequent sections.

Common Successes: CDL 1 & 2 Stance and Strategies

Stance: Engage in authentic disciplinary work

Across cases, findings exhibited a strong representation of teachers' understanding of ways to engage students as members of their ELA discipline as demonstrated in 81% (n=29/36) of the total observed lessons. Because Moje's (2015) 4Es depend upon engaging students as members of disciplinary communities, it is important to distinguish authentic ELA work.

However, the participants' conception of authentic ELA work varied. I align my understanding of "authentic ELA instruction" to Scholes' (1998; 2011) understanding as the intense analysis and composition of literary and nonfiction texts to determine or produce their "truth." To determine or produce "truth," Moje (2015) asserts that teachers must guide their students to "find evidence inside a text, use an author's words within a given theoretical perspective, and to make an argument about that text" (Moje, 2015, p. 263).

Analysis revealed that Ms. Austen and Ms. Shelley engaged their students more often than Ms. Dickens by aligning their focus with the ways in which they conceptualized ELA work. For example, Ms. Austen, who teaches sixth-graders, engaged her students as researchers, which helped them author a website and also as literary nonfiction critics in search of bias. Both were considered authentic ELA work as Ms. Austen explained that authors and literary critics are members of the English community (McComiskey, 2006). Similarly, Ms. Shelley, engaged students as literary critics throughout the study, maintained a consistent focus for her AP students. For Ms. Austen, aligning her classroom work within disciplinary goals gave her students authentic experiences that they one day may use. On the other hand, because Ms. Shelley's students were at such an advanced level and preparing for a college preparatory exam, literary criticism was their authentic experience and therefore natural in that context. Because all three teachers were committed to engaging their students as members of disciplinary communities, findings also showed a strong commitment to teaching students to elicit/engineer the strategies these members use to navigate texts.

Stance: All texts are representational

While it's important in CDL to have a disciplinary stance, it is equally important to establish a critical stance as demonstrated in all texts are representational. While 56% (n=20) of the 36 total lessons included this tenet, they came from only two participants, Ms. Dickens and Ms. Shelley, as Ms. Austen struggled understanding that all texts are representational of political ideologies and that minoritized groups are excluded. To incorporate critical analysis, Ms. Austen incorporated texts written by or about minoritized people rather than looking at how certain texts perpetuate dominant ideologies. While Ms. Shelley understood that texts are representational, she too used *The Kite Runner* and *The Joy Luck Club*, both written by minoritized authors, with which to analyze race, gender, and socioeconomic status. On the other hand, Ms. Dickens used

traditional texts, *The Scarlet Letter*, *The Declaration of Independence*, *The Devil and Tom Watson*, *Beowulf*, and *Wasteland* to discover how they invited certain groups but excluded others. Her focus on missing voices within these texts gave students more practice in problematizing traditional English texts and therefore provided them more opportunities to critique and evaluate their literary and moral worth. Teachers who engage their students in authentic disciplinary communities but do not view these texts as representational perpetuate the status quo (Moje, 2015). However, teachers who invite all students to critique and evaluate knowledge constructed by dominant groups provide opportunities to disrupt the status quo (Delpit, 1988; Moje, 2015; Stevens & Bean, 2007). While Ms. Dickens and Ms. Shelley understood that texts are representational, analysis showed that granting students agency to disrupt the status quo were limited within the confines of this study. Once the participants established a critical disciplinary stance, they were able to teach their students critical and discipline-specific ways to do critical disciplinary work.

Strategies: Elicit/Engineer

Analysis revealed that overall, Ms. Dickens, Ms. Austen, and Ms. Shelley also taught students to elicit/engineer disciplinary knowledge. These strategies came in the form of prereading strategies that provided context and motivation for students, during reading strategies such as note taking and character charts, and after reading strategies that helped students question the author and apply their knowledge. Because of her interdisciplinary curriculum, Ms. Dickens had fewer instances (n=6) than those of Ms. Austen (n=12) and Ms. Shelley (n=11), but overall 75% (n=27) of the total number of lessons demonstrated at least one attempt at strategy instruction. While Ms. Austen and Ms. Shelley had a similar number of lessons that contained at least one instance, analysis showed that the number of instances within each of Ms. Austen's lessons far exceeded those of Ms. Shelley. This was most likely due to the age level of their

students, but also the teachers' stance toward the support that they were willing to provide. For example, Ms. Austen voiced her concerns that because her students are sixth graders, they needed more guided instruction, whereas Ms. Shelley needed her students to have more autonomy as they are going to college next year and will have significantly less support. Furthermore, Ms. Dickens purposely did not often explicitly teach her students strategies as she wanted them to develop their own. She compared explicit strategy instruction to the banking system as ineffective in "depositing and withdrawing funds" rather than students constructing their own knowledge. Based on teacher interviews, it appears that more explicit strategy instruction occurred based on students' needs with Ms. Austen's sixth-graders being the neediest due to their age and Ms. Dickens' students being the least needy due to their status as gifted and talented. While Ms. Shelley's AP students were in a high level class, her perception of their ability and motivation level prompted her to support them when needed.

Moje (2015) contends that if teachers are going to welcome their students in disciplinary communities, they not only need to answer authentic questions of discipline but also to apprentice them into the habits of mind and practice. Analysis indicated that the participants strived to give their students real-world experiences that may prepare them for future possible careers as authors or critics but also to give them purpose now. However, there were some instances where they questioned what authentic ELA work entailed in traditional English classrooms, if that work is changing to include critical analysis, and if they felt that they were experts in their disciplines. Rainey (2017) explored what disciplinary literacies looked like in the ELA classroom and found that experts in English studies strive for literary cognition, to solve literary puzzles, consider contexts, and make claims in order to be part of a disciplinary

community. Therefore, teachers must have the content and literary pedagogical knowledge in order to teach discipline-specific strategies at the right time (Lampi & Reynolds, 2018).

Common Challenges: CDL 2 and 3 Strategies & Agency

Analysis showed that across cases, participants limited students' opportunities to explore the tenets that require agency. This study uses Dyches and Boyd's (2017) conception of social justice which requires practitioners to act as "agents of change," who push beyond an "awareness of oppression" to a "dismantling of that system" (p. 7). While analysis showed that participants demonstrated an inclination for raising their students' social awareness, they did not provide opportunities for them to demonstrate agency--meaning, "Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole" (Bell, 1997, p. 3). Therefore, many tenets promote students' sense of agency through the tools needed to deconstruct disciplinary knowledge and social norms. For example, Moje (2015) views examine as the tool students need to discover the ways authors use disciplinary language which allows them to evaluate the knowledge of that discipline. Furthermore, Stevens & Bean (2007) acknowledge agency in creating a democratic classroom where students feel safe to express their beliefs, metalanguage analysis which provides the tools to recognize the power of language, and cycles of deconstruction and reconstruction that grant them the agency to change texts. Finally, agency is required to promote social justice and become "change agents." Because agency is often expressed through language, I will discuss my participants' use of examine and metalanguage analysis first.

Strategies: Language analysis

Within the 36 observations, Ms. Dickens, Ms. Austen, and Ms. Shelley spent minimal time explicitly teaching language for disciplinary or critical purposes. Examine helps students understand the "meanings of words, phrases, and symbols" in ELA along with "how to use

words effectively in an argument and other forms of disciplinary communication” (Moje, 2015, p. 267), while metalanguage analysis is the tool students use to discover the ways in which authors use language to perpetuate dominant ideologies (O’Halloran, Tan, & E, 2017). Language analysis grants students agency by affording students the opportunity to question whose interests might be served by maintaining particular disciplinary perspectives (Halliday & Matthiessen, 2004; Moje, 2015). Even though data show that language instruction was less prevalent in my observations, examine was demonstrated significantly more (39%, n=14) than metalanguage analysis (17%, n=6). Ms. Austen focused more on examine than Ms. Dickens and Ms. Shelley through her propensity for explicit instruction in general, but she did not teach language analysis in order to reveal misrepresented voices. Ms. Dickens and Ms. Shelley both demonstrated examine and metalanguage analysis three times each, so while analysis showed a limited number of instances, these were evenly distributed between students’ understanding of disciplinary language and analysis that helped them support their claims that a text was representational of systems of power. Having evidence of an author’s beliefs through the language choices they make, provides students with the necessary tools needed to evaluate a text’s worth as members of a critical disciplinary community (Gee, 1996; Moje, 2015; Schleppegrell, 2004).

Agency: Evaluate

Evaluate, also less represented in this study, also promotes agency. Moje, 2015 explains that when teachers ask students to evaluate, those same students can be supported in learning to work with “facility, confidence, and agency in the disciplinary traditions” (p. 269). However, findings showed that participants provided limited opportunities for students to evaluate the literary and moral merit of the disciplinary knowledge and thus limited their opportunities to demonstrate agency. Because Ms. Austen focused so much attention on examining bias, she offered the most opportunities (n=3) for her students to evaluate the texts they were reading. On

the other hand, Ms. Dickens provided two occasions where her students examined the language of *Beowulf* in order to evaluate whether the translation they were reading was a fair and accurate representation of the minoritized characters, Grendel and his mother. Additionally, Ms. Shelley offered students the chance to evaluate how effectively Khaled Hosseini and Louise Gluck used language to express the themes of *The Kite Runner* and *Gretel in the Darkness* respectively.

While all examples of evaluate gave students the opportunity to judge the literary and moral merit of the texts they were reading, instruction stopped short of providing students the agency to place judgement on their curriculum as demonstrated in Dyches' (2018a) critical curriculum work. Therefore, in this study, evaluate stayed at a textual rather than curricular level. The CL practices conceptualized by Stevens and Bean (2007) further provide teachers an explicit framework to evaluate disciplinary and critical knowledge and develop agency.

Agency: Democratic classroom environment

Findings also determined that even though Ms. Dickens demonstrated a critical stance, she struggled eliciting democratic discussions from her homogeneous students. Advocating for one's beliefs, even if they are unpopular, requires agency (Dyches & Boyd, 2017) along with giving students the authority to interpret texts and make claims (Windschitl, 2019). While my participants confronted race and gender issues, they were challenged in finding ways to empower students to disagree with one another or their teacher. Furthermore, Ms. Dickens either used an Initiation-Response-Evaluation (IRE) format that violates the premise of a democratic classroom as the teacher has all the power and only elicits one response at a time (Cazden, 1988), evaded discussions altogether, or removed herself from the discussion to allow for more free response between students. On the other hand, analysis conveyed that Ms. Shelley was the only participant who gave her students the opportunity to democratically discuss (n=5) by encouraging them to "rant about" and "show your feelings." She perceived her students as enjoying verbal

confrontations. She also felt that her students, because they are students of color and/or in lower socioeconomic groups, experienced social injustices and that her classroom was a place to discuss race, gender, and socioeconomic injustices. This study questions if democratic discussions are more successful with heterogeneous groups as students are more likely to have diverse perspectives. However, even though Ms. Shelley promoted democratic discussions, granting them agency to reconstruct texts was more of a challenge.

Agency: Cycles of deconstruction and reconstruction

Agency is also required when teachers ask students to traverse cycles of deconstruction and reconstruction. However, only 11% (n=4) of the 36 total observed lessons demonstrated instruction that offered students the agency to reconstruct text for the purpose of giving voice to minoritized people. This may be due to the nature of reconstructing texts rather than reproducing them, which is a more common practice in schools. Reconstructing texts such as restorying (Dyches, ???) and counterstorytelling (Dyches Bissonnette & Glazier, 2016) come from critical race theory (CRT) and work to subvert the White dominant narrative (Boyd & Noblit, 2015). Because Ms. Dickens and Ms. Austen worked with primarily White students, reconstructing texts may not have been a practice to which they were accustomed. Furthermore, in order to grant her more diverse students the opportunities afforded by the dominant group (Delpit, 2006), she may be more invested in teaching them to reproduce disciplinary texts as well rather than reconstructing them. While Ms. Austen had students rewrite nonfiction texts to make them more or less biased, her purpose centered around empowering her students to become critical consumers of texts rather than empowering others. Knowing when to empower oneself and when to empower another is another question revealed by this study. Conversely, Ms. Dickens encouraged her students to reconstruct Beowulf to be more inclusive of Grendel's mother and to give voice to the minoritized victims of modern genocides. Finally, Ms. Shelley also granted

students the opportunity to reconstruct texts when they shifted certain characters' power in *The Kite Runner* giving Hassan more power than Amir or Amir more power over Assef, for example. Again, the opportunities that students were afforded granted them agency to empower minoritized voices, but more understanding of what this looks like needs to be further researched.

Agency: Literacy to promote social justice

Within the confines of this study and under Dyches' and Boyd's (2017) social justice premise, my participants' instruction circumvented social justice. While all three teachers promoted awareness, Dyches and Boyd remind us that we need to move past awareness to agentive service. Acting agentively is not easy and requires students to risk and confront fears, (Beach et al, 2010; Dyches & Boyd, 2017). Because literacy to promote social justice was aligned with CL in this study, and Ms. Austen did not view texts as representational, she did not have any examples of promoting social justice although she made the most attempts. Ms. Austen's purpose for the following examples was to further disciplinary knowledge or connect with her students, not to support minoritized groups. For example, her students created websites that featured social activists such as Nelson Mandela, Gandhi, and Martin Luther King, Jr. By creating a website rather than writing a traditional essay, students' work was public and shared with the community during conferences. However, through this project Ms. Austen was concerned about students' ability to write and create the website, not about the development of agents of social change. Their website creations were then followed by a democratic process where students suggested various social justice issues for which they could raise funds. Even though their social activists of their websites centered around race, only one suggestion centered around a minoritized group: the LGBTQ community. In the end, students voted to raise funds for the Make-a-Wish foundation. This was a missed opportunity for Ms. Austen to promote action

toward a minoritized group based race, gender, and/or socioeconomic status. Another example where Ms. Austen attempted to promote social justice occurred when she assigned students to create posters depicting prominent Black people during Black History Month. While Dyches and Boyd (2017) explain that teachers can assert agency through the work they do in their classroom (p. 8), activities that occur during specific holidays and months do little to promote social justice (Nieto, 1994). However, Ms. Austen did attempt to promote agency and social justice with her students the best way she knew how.

Conversely, rather than attempt to promote social justice outside of the classroom, Ms. Dickens and Ms. Shelley confined their instruction to their classroom. Even though teachers can assert agency and promote social justice within their classrooms, neither teacher expressed intentions to do so. However, Ms. Dicken attempted to raise students' social justice awareness through their analysis of authors' bias, analyzing excluded voices, and exploring modern genocides that have not received the attention they deserved, but her intent was not to promote social justice. She explained, "The intent is to give context to the time period. Some groups were able to see the inherent societal flaws that existed during their time period, while others did not. There were no specific directions to promote social justice." While her lessons were critical in nature, Ms. Dickens did not push students to promote social justice.

Analysis showed that Ms. Shelley's instruction also stopped short of promoting social justice. Although her students' minoritized backgrounds allowed for more diverse perspectives, their work was contained to the classroom. Whereas Ms. Austen and Ms. Dickens worked to promote awareness rather than action, Ms. Shelley's instruction limited opportunities due to time for test preparation. While Ms. Shelley's intentions to prepare students for the test were "in their best interests," granting students opportunities to become "agents of change" may benefit them

even more. Furthermore, when teachers approach texts from a critical stance and explicitly teach strategies to students to help them do disciplinary work but do not promote their students' agency, they perpetuate the common epithet "doing school" that Shanahan & Shanahan (2014) argue is not the goal of disciplinary literacy.

These common strengths and challenges comprised the nine a priori codes of DL and CL, which work together to create the three tenets of CDL. While each participant demonstrated strengths and challenges this next section will discuss the factors that promoted and inhibited their CDL practices.

Factors that Promoted and Inhibited CDL

Apart from the deductive analysis of the 12 a priori codes, inductive analysis revealed several factors that promoted and inhibited the participants' CDL instruction. Figure 7-3 describes the strengths and challenges of Ms. Dickens, Ms. Austen, and Ms. Shelley in comparison to each other. While the factors that are specific to an individual participant have already been discussed within their respective chapters, this section will discuss the overlaps within the diagram. Therefore, the following sections will discuss the ways in which CDL promoted and inhibited the development of stance, strategies, and agency. The factors that promoted their success in stance and strategies were curricular congruences that gave them the freedom to explore CDL, provided opportunities for explicit instruction, and allowed time for raising students' social justice awareness. The factors that inhibited their ability to develop stance, strategies, and agency were curricular incongruences that impacted authentic English disciplinary work, implicit strategy instruction, and opportunities to promote agency.

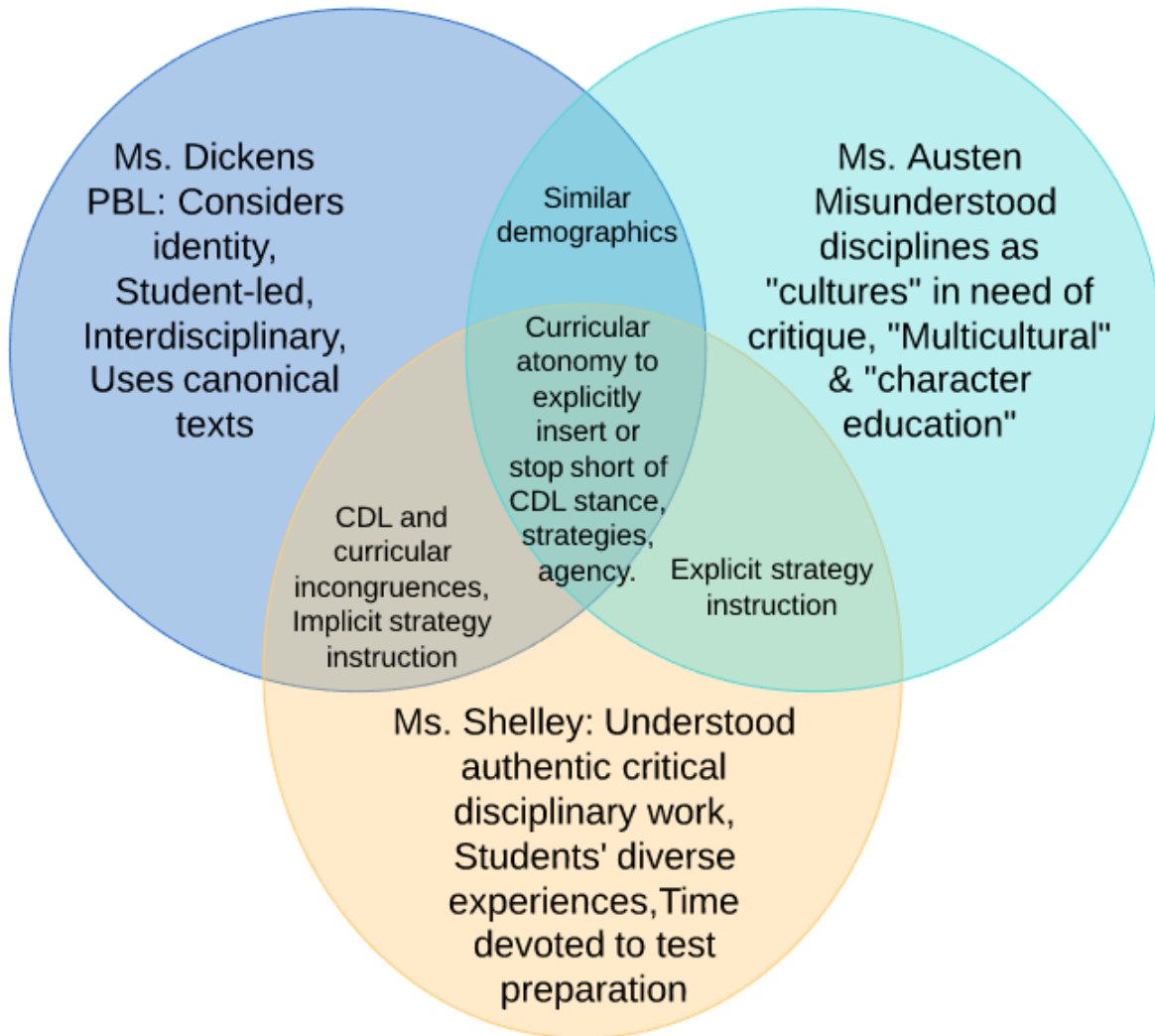


Figure 7.2 Cross case comparison of factors that promoted and inhibited CDL

Factors that Promoted CDL

CDL 1 (Stance): Curricular Freedom to Approach Disciplinary Texts as Representational

While many teachers feel that they can't take on certain tasks due to astringent curricula, all three participants felt that they had autonomy to incorporate CDL. CDL 1 occurs when teachers establish a critical disciplinary stance, by regarding discipline-specific texts as representational of political ideologies. Because Ms. Austen did not understand that all disciplinary texts are representational, CDL 1 was not coded accordingly. However, Ms. Dickens and Ms. Shelley approached their work from this stance and therefore many instances were

coded for each (47%, n=17). While some of Ms. Dickens' lessons did not engage students in authentic disciplinary work 50% (n=6) of those that did also demonstrated texts as representational and therefore 50% of her lessons were characterized as CDL 1. These lessons centered around her Beowulf work, students' study of Black Britons within their study of World War II literature, and their work as journalists charged with constructing articles that fairly depicted modern genocides. Because she was able to use her curriculum to provide authentic disciplinary work from a critical stance, Ms. Dickens successfully incorporated CDL 1.

Additionally, because Ms. Shelley engaged her students in the work of literary critics whose work included critical analysis, analysis showed that 92% (n=11) of her lessons demonstrated CDL 1. CDL 1 was primarily realized in Ms. Shelley's instruction as she provided her students opportunities to explore the context of *The Kite Runner*, *The Joy Luck Club*, and *Gretel in the Darkness*, and authors' bias. She understood that every author has values and beliefs that impact their work, which affects who they invite into their works and who they exclude. Even though critical analysis primarily occurred within traditional disciplinary texts in both Ms. Shelley's and Ms. Dickens' classes, they also used supplementary texts to draw in minoritized perspectives. While these works were not traditional literature, literary critics often use supplementary materials to support their analysis of the texts (Scholes, 2011). Because Ms. Dickens and Ms. Shelley approached their instruction from these stances, they were more apt to teach critical disciplinary strategies to help their students acquire disciplinary and critical knowledge.

CDL 2 (Strategies): Freedom to Use Explicit Instruction to Attain Critical Disciplinary Knowledge

The participants also had the freedom within their curricula to teach critical disciplinary strategies as they wished. Within this study, while Ms. Dickens and Ms. Shelley were not as

explicit in their teaching of strategies as Ms. Austen, they did provide numerous examples of strategies that combined elements of both DL and CL. Specifically, Ms. Dickens employed critical questioning where she offered students the opportunity to confront issues of race and gender roles. Ms. Dickens and Ms. Shelley also employed perspectives preparation in which students were provided historical and biographical information regarding their literary texts. This strategy is important to doing CDL as it allows the reader to transfer this knowledge to their analysis of future texts. Ms. Dickens specifically emphasized first-person accounts, a strategy that works to understand individual stories rather than generalizing entire populations. Students can incorporate this strategy into their own lives as they work to disrupt negative stereotypes. Ms. Shelley also employed critical disciplinary quick writes where students could engage in critical questioning through writing before transferring their perspective to another strategy she commonly used which were class discussions. While class discussions in the DL world center around disciplinary knowledge and CL around critical knowledge, Ms. Shelley's class discussions incorporated both elements by furthering students' knowledge of the literary and critical elements of their texts. Finally, Ms. Shelley also incorporated visual demonstrations to depict imbalances in power. Using visual demonstrations helped students connect to content that they may or may not be personally familiar with. In their *Kite Runner* work, by adjusting the "balance" as students provided textual evidence, they were able to see the weight of their evidence and how it tipped the scale. All of these strategies not only guided students as they acquired disciplinary knowledge, but critical knowledge as well. However, just because they approached authentic disciplinary work from a particular stance and taught students how to do this work did not mean they contributed to new knowledge in order to promote social justice.

CDL 3 (Agency): Autonomy to Promote CDL and Raise Students' Awareness of Critical Issues

Finally, the factor that promoted each participant's ability to promote agency within their instruction was having a flexible curriculum in which the participants made time to raise their students' awareness of critical issues. Because critical analysis is often not included in the CCSS, teachers often view CL as additional to their already full curriculum (Banks, 2013). However, because disciplinary literacies are widely discussed within the CCSS and disciplines are "cultures" often composed of dominant groups and ideologies (Moje, 2015), critical analysis is necessary to disrupt these ideologies and invite minoritized groups and ideologies to contribute to new knowledge (Dyches, 2018a; Stevens & Bean, 2007).

Ms. Dickens explained that she had full autonomy within PBL to create opportunities for students the way she deemed necessary. This allowed her to promote her interests in isolating first-person accounts and discovering the "missing voices" excluded from texts. Ms. Dickens invited students to explore issues of gender equality in Beowulf; race, gender, and class within their 1500s, 1600s, 1700s project, ; and race again when exploring the Holocaust and modern genocides from the perspective of a journalist. While her goal was not to promote social justice, she explained,

Instead of simply researching and reporting, I wanted to make sure they show they can apply the information and write through the lens of a reporter. I also wanted to make sure that they are aware and understanding of bias and control in our own as well as other countries. I think that doing the critical work of applying their bias tracking skills and writing like a journalist is a combination of disciplinary work and critical work.

Here, Ms. Dickens showed that she was concerned that students were aware of bias regarding the reporting of minoritized groups even though she did not extend this further.

Similarly, while Ms. Austen followed the pre-established units that she and the other sixth-grade teacher created, she was still free to teach her students how to create their activist

websites and to read literary nonfiction as she pleased. However, the predetermined units that she had taught once before may have contributed to her difficulty in grasping the concept of critical analysis since she had never approached her units this way before. Her willingness to “adapt” her units to add CDL may have actually hurt her in creating new CDL lessons from the beginning. Despite her preconceived units, Ms. Austen attempted to raise her students’ awareness of social justice issues, which was present in almost every lesson. She confronted race through the use of texts and topics, especially when students were creating their social activist website. She also continued discussing race when students began their literary nonfiction unit by reading aloud *Stolen into Slavery*. Her discussions also extended to a discussion of people with disabilities like Helen Keller. While this type of instruction may mirror “multicultural education,” it did expose White middle-upper class students to critical issues that often go unexplored.

Finally, Ms. Shelley also had freedom in her instruction to raise or develop her students’ awareness of critical issues as long as materials were available and she followed the college readiness standards. While Ms. Shelley noticed that *The Joy Luck Club* failed to connect with many students, she explained it was the only other novel for which she had a full class set for her ten students. Furthermore, her focus on test preparation also dominated her instruction but did not fully consume it. Therefore, while many secondary teachers feel a commitment to follow a stringent curriculum, the participants in this study expressed they had the freedom to incorporate critical disciplinary elements. While Ms. Shelley felt that her students needed less explicit instruction in gaining diverse perspectives or establishing empathy, she also promoted discussions of power, race, class, and gender within the themes of *The Kite Runner*, *The Joy Luck Club*, and *Gretel in Darkness*. Students examined issues like the author’s views towards Islam, the war in Afghanistan, assimilations, and the ways in which gender affects feelings of

guilt and trauma. Whereas students had more of a personal connection to social injustices in Ms. Shelley's class, her efforts focused more on affirmation than awareness. Because the participants had flexible curriculums with which to incorporate a critical stance, use explicit instruction, and raise their students' critical awareness, CDL practices were promoted. However, there were also curricular incongruences that inhibited their ability to establish stance, strategies, and agency within the confines of this study.

Factors that Inhibited CDL

CDL 1 (Stance): Incongruences in Establishing Stance: Mistaking CDL for "Multicultural Education"

One inhibiting factor in establishing a critical disciplinary stance toward texts was the participants' propensity to use texts from minoritized authors or about minoritized people rather than approaching traditional texts from a critical stance. While this was most prevalent within Ms. Austen's case, it also fell across cases. Ms. Austen was the only participant who often asked me if the critical literacies were the "multicultural" aspect of CDL and while I attempted to explain that CL can occur with any texts and that they are all representational, she did not grasp it until the end of the study and even then her intent was to empower her students rather than minoritized groups. Nieto (1994) warns that the focus of "multicultural education" especially surrounding holidays like Martin Luther King Jr.'s birthday and Black History Month, perpetuates the notion that social justice is an "additive" part of the curriculum rather than a "structural changes." Similarly, CDL, built on the premise that students should be invited to evaluate disciplinary knowledge in order to reconstruct and contribute to it, is not an "additional" part of the curriculum, but a way of approaching curriculum and instruction.

Ms. Shelley also primarily focused on texts written by minoritized authors rather than critically analyzing traditional disciplinary texts. While she informed me that first semester

focused on “dead, white men,” her second semester, the one closest to the AP exam, centered around *The Kite Runner* and *The Joy Luck Club*. While students were able to connect to the critical themes within these texts, they did not receive much practice using CDL with traditional texts. Even when analyzing *Gretel in Darkness*, written by a female poet, students identified gender roles from the poet’s perspective. These texts, already constructed from a minoritized perspective, do not need to be reconstructed to give minoritized groups a voice in the way literature from “dead, white men” do. However, students do not usually find these authors motivating to read, so while CDL hopes to disrupt the status quo (Dyches, 2018a; 2018b), choosing texts from minoritized authors may be a way to establish a democratic classroom environment and supplement a traditional curriculum.

Ms. Dickens primarily used traditional texts and in doing so offered a look into the purpose of CDL--disrupting the status quo. At one point, she explained that if she taught a more modern class that it would be easier for her to implement CDL, but she is mistaken. When curricula are culturally responsive, critical analysis of who is under-represented is unnecessary. For example, while Ms. Shelley’s students read *The Kite Runner* through a critical lens, they were already exposed to minoritized perspectives and invited to attain that knowledge. Conversely, typical British literature, often written by dead, White males, exclude certain groups and thus exclude certain readers. Typically, CDL is a method of literacy instruction employed when teachers are bound to traditional curricula determined by their peers or administrators (Dyches, 2018). As a new teacher, Ms. Dickens was adapting the curriculum from the previous teacher but attempting to analyze texts through critical lenses. However, at one point, she admitted to using *Cross Road Blues* by Robert Johnson as a “multicultural” connection to *The Devil and Tom Walker* by Washington Irving. While these two texts are complementary, Ms.

Dickens admitted she didn't make the connection clear. However, most of the time Ms. Dickens understood that CDL helps students to analyze the "missing voices" within her traditional texts. Because participants' instructional choices emphasized "multicultural" education instead of establishing a critical stance, developing critical disciplinary strategies also sometimes posed a challenge.

CDL 2 (Strategies): Incongruences in Providing Implicit Instruction to Attain Critical and Disciplinary Knowledge

Instructional incongruences refer to the tension between participants' teaching styles and CDL theory. As discussed in Ms. Dickens' chapter, PBL and DL have certain incongruencies with CL. For example, DL requires an apprenticeship into the work of disciplinary communities. This apprenticeship requires the teacher to facilitate often student-generated inquiry centered around authentic questions of the discipline (Lent, 2016; Moje, 2015). In this way, teachers then work with students individually and in small groups to facilitate their work and provide necessary answers (Moje, 2015; Lent, 2016). Conversely, CL requires more leadership from the teacher in order to move students out of their comfort zone, to confront difficult topics, and to not replicate disciplinary work, but to reconstruct it (Stevens & Bean, 2007). Therefore, CL may require more direct instruction than DL and CDL requires more modeling than demonstrated by the participants in the 12 observed lessons.

Ms. Dickens demonstrated the fewest number of instances of direct instruction (n=4) compared to Ms. Austen (n=12) and Ms. Shelley (n=7). While Ms. Dickens provided students written instruction to complete each project, she chose to provide very little instruction beyond that. For example, she viewed direct instruction as a way to limit students' creativity. She compared it to the banking system with strict guidelines. She belied the banking system explaining, "By giving them less of that, they are able to have the freedom to look at texts more

critically as they are more comfortable with a method that they are choosing.” Ms. Dickens was confident that her mostly gifted and talented students had the skills and strategies to do the critical disciplinary work she required. However, analysis showed that when she confronted students on issues of race and Whiteness, students were remiss to discuss. She also noted that when one of her options for the 1500s, 1600s, 1700s project involved race, students did not choose it. This shows that students needed more direct instruction to push them to disrupt the status quo.

On the other hand, Ms. Austen and Ms. Shelley provided numerous examples of explicit instruction within their 12 lessons. For example, Ms. Austen often discussed how her sixth graders had never learned anything about the people and events she discussed in class and therefore required explicit instruction. Therefore, she broke down disciplinary work, including ways to develop empathy and identify bias, to help broaden her students’ awareness. However, she did not employ critical analysis and therefore stopped short at providing this study a lens into critical disciplinary strategies that she would have employed. Ms. Shelley, on the other hand, employed direct instruction of critical disciplinary strategies her students needed as they “still struggled with comprehension skills” and were “not prolific readers.” Therefore, direct instruction seemed to be tied to perceived students’ literacy abilities rather than teaching them critical analysis. Various researchers are currently working to delineate the discipline-specific practices of ELA (Rainey, 2017, Rainey et al., 2018, Reynolds & Rush, 2017), but more understanding for the unique critical disciplinary strategies in ELA are warranted.

CDL 3 (Agency): Incongruences in Providing Opportunities for Agency: Viewing CDL as “Additive”

Finally, all three participants experienced challenges in providing their students opportunities for agency within their curricula. To remind the reader, CDL 3 incorporates the

four DL and CL tenets that challenged participants: evaluate, cycles of deconstruction and reconstruction, creating a democratic classroom, and promoting social justice. Analysis showed that 19% of their lessons involved evaluation, 14% involved creating a democratic classroom, 11% involved cycles of deconstruction and reconstruction, and 0% promoted social justice. On reason for the lack of agency occurred because the participants often spoke of critical issues as problem in the past. Because Ms. Dickens often engaged her students in researching the historical context of racially-charged events. Ms. Austen also tended to discuss racism as part of our “history.” Discussing racial inequities as historical rather than current is problematic especially in granting students agency because students tend to think the work is done (Janks, 2013). Furthermore, through her use of projects, Ms. Dickens often offered options to explore race that students may or may not have taken up. Her best attempt at promoting social justice was by having students write letters to the editor of *Beowulf* encouraging them to reconsider the language they use to depict Grendel and his mother, but these letters were not sent and worked as a classroom exercise rather than promoting social justice.

Ms. Austen struggled providing agency because when she had students reconstruct texts, her intention centered around empowering her them to become critical consumers of texts rather than to promote social justice. DL and CL are primarily geared toward empowering minoritized people to reconstruct texts to give themselves voice that they do not currently have. Her goals were to empower her students instead. She explained, “I think they are building up on all these different elements of the bias article by analyzing it and then looking at the unbiased article and then have an opinion about the issue and how they can see it within their own and in their own lives.” Therefore, her focus of empowering her students would need to shift to empowering others in order for her students to promote social justice.

Finally, Ms. Shelley, whose students primarily belonged to minoritized groups who do not readily have access to disciplinary communities, also limited opportunities to promote social justice. In a side conversation, Ms. Shelley once explained that her students don't need lessons in social justice because they live it. However, her students need explicit opportunities to reconstruct disciplinary knowledge in order to contribute to new knowledge and to promote social justice outside of the classroom walls. As AP students, they have the self-efficacy to be agents of change. CDL cannot be fully realized unless students have completed cycles of deconstruction and reconstruction for the purpose of promoting social justice (Stevens & Bean, 2007).

Cross Case Discussion

Cross case analysis revealed several factors that both positively and negatively impacted the promotion of CDL stance, strategies, and agency. While Ms. Austen was a unique case in this study due to her misunderstanding of critical literacies, she was a model of disciplinary literacy instruction engaging her students as website builders, investigative nonfiction researchers, and literary nonfiction analysts. Her connection to these disciplinary communities warranted explicit strategy instruction for her sixth-graders who were new to such advanced literacy skills. While other sixth grade ELA teachers may focus on comprehension skills, Ms. Austen was inviting her students to analyze bias to become critical consumers of text. Therefore, though her story may be void of critical analysis, her model of disciplinary literacy would make Moje proud.

Several factors promoted the participants' stance, strategies, and agency. In traversing the 12 a priori tenets of DL, CL, and CDL Ms. Dickens and Ms. Shelley found success in establishing stance through curricula autonomy through their understanding that their disciplinary texts are representational of systems of power. Without this understanding, there is no need to critically analyze texts for the political ideologies they represent and no need for

CDL. Ms. Austen demonstrated that effective disciplinary literacy instruction can occur without a critical evaluation of who is granted access to that knowledge, but Ms. Dickens and Ms. Shelley demonstrated that part of ELA work entails a critical examination of texts (McComiskey, 2006; Scholes, 2011).

Second, the participants' explicit instruction, when present, also positively promoted CDL instruction. While Ms. Dickens' students were all White, explicit instruction of critical disciplinary strategies was imperative as critical issues such as race may not be experienced by them firsthand. Therefore, the strategies that she did explicitly teach, like perspectives preparation and critical questioning guided students' CDL. Ms. Shelley's explicit strategy instruction using quick writes and demonstrations also helped students discover the inequities inherent in texts. We were all learning critical disciplinary strategies together and they felt comfortable adapting their lessons to implement CDL.

Finally, their curricula also afforded opportunities for raising or validating their students' awareness of social issues. While raising awareness is not synonymous with becoming active agents, students in White communities need to raise their awareness of social issues that they may not otherwise be exposed to (Delpit, 2006). All three teachers confronted issues of race, gender, and socioeconomic status even though students hesitated to share diverging opinions. By broaching topics of Whiteness, race, gender, and socioeconomic status, teachers can begin creating a democratic classroom environment in which students feel safe to explore topics that may make them uncomfortable (Dyches, 2018a; 2018b). These conversations may need to occur before students can become agentic.

Cross case analysis also revealed several factors that inhibited CDL instruction. One factor that inhibited the participants' stance was a focus on "multicultural texts" rather than

approaching traditional texts from a critical stance. Ms. Austen, especially, felt that CDL was implemented by adding texts from or about minoritized groups, but this was also evident in Ms. Dickens' use of *Crossroads Blues* and Ms. Shelley's use of *The Kite Runner* and *The Joy Luck Club*. On the contrary, CDL is needed specifically to deconstruct texts representative of dominant ideologies and to reconstruct them to be equitable (O'Halloran, Tan, & E, 2017). Having a CDL stance helps teachers establish a new goal for reading; one that focuses on deconstructing texts in order to make them more inclusive of oppressed people rather than reading a text and stopping at comprehension.

Another factor that inhibited Ms. Dickens' and Ms. Shelley's instruction was their desire to allow students to determine their own strategies and to wrestle with texts. However, strategies, especially language analysis, work as the tools students use to find the textual evidence to empower their claims (Moje, 2015; Stevens & Bean, 2007). Without an understanding of the language choices authors make, they have no tools in their arsenal of defense (Schleppegrell, 2004; Halliday, 2004). Therefore, explicit strategy instruction was imperative to granting students agency. While Ms. Dickens firmly trusted her students to develop their own strategies, Ms. Shelley's focus on test preparation overshadowed her CDL instruction.

Finally, the participants' ability to promote their students' agency was also inhibited due to treating critical issues as part of our history rather than current problems, having intrinsic goals for deconstructing texts rather than looking for the ways in which minoritized people are excluded from texts and knowledge, and finally assuming students have had enough experience with social justice due to their diverse backgrounds that they do not need opportunities within their literature curriculum. However, all students need to know that texts are representative of certain beliefs, that there are strategies to uncovering these beliefs, and that they have agency to

reconstruct those beliefs (Stevens & Bean, 2015) and that this knowledge then can help them attain membership into disciplinary communities (Lent, 2018; Moje, 2015). Reviewing the successes and challenges of all participants, what then was found as optimal instruction of CDL within the parameters of this study?

Optimal CDL Instruction

As the cross case analysis comes to a close, the reader may wonder, “What is optimal CDL instruction?” Because each of my participants taught in differing contexts, courses, and grade levels, each demonstrated strengths and challenges in their CDL instruction. Optimally, combining each teachers’ strengths would elicit effective instruction in CDL 1 and 2, but all three teachers struggled with CDL 3 promoting agency.

Ms. Dickens taught students who were gifted and talented in a semi-traditional World Literature West class which she explained was essentially British Literature which she supplemented with a critical analysis of texts. She also taught in a school that advocates for interdisciplinary project-based learning, although she still implemented critical analysis with traditional texts like *Beowulf*. Because of her focus on traditional canonical works that often exclude groups outside of the dominant culture, her work demonstrated CDL. However, because of the often interdisciplinary nature of her work, she sometimes engaged her students in disciplines outside of ELA. Furthermore, even though her students were gifted, they still required more direct instruction to step outside of their comfort zone and work toward agency.

Ms. Austen, who did not understand that all texts are representational and therefore did not demonstrate instances of CL or CDL, was a master at engaging her students in disciplinary work, eliciting/engineering strategies that were authentic to the strategies members of the community use to navigate disciplinary knowledge, and examining biased language in order to become critical consumers of texts. She also promoted awareness of social justice issues and

empathy that she felt her students were lacking. Students were excited about this authentic work and eye-opening experiences. As sixth graders, students were exposed to discussions that may not occur as readily in this small town Midwestern school.

Finally, Ms. Shelley used texts that connected to her students' lives. By engaging students as literary scholars who view their texts as representational, Ms. Shelley began the study rooted in CDL and grew from there. She created a democratic classroom by encouraging students to express their feelings, by confronting race, and by using Socratic Seminars as their final assessments. However, she also wanted her minoritized students to be prepared for the AP exam. Unfortunately, that took time away from her instruction. Had she understood that CDL, and the agency it affords, might help her students much more than an AP test score, her instruction could have become deeper and richer. However, balancing the priorities of school, her students' parents, the community, and her administration was understandably difficult.

Based on the quality and quantity of their work, optimal CDL instruction would include the assets of all three participants. CDL requires teachers who engage their students in the authentic work of members of disciplinary communities (Ms. Austen & Ms. Shelley), view all texts as representational (Ms. Dickens & Ms. Shelley), explicitly teach strategies that help students do critical disciplinary work (Ms. Dickens, Ms. Austen, & Ms. Shelley), but also grant their students agency to evaluate, traverse cycles of deconstruction and reconstruction, and promote social justice.

CHAPTER 8. CONCLUSION: IMPLICATIONS AND FURTHER CONSIDERATIONS

In the previous section, I compared the DL, CL, and CDL practices demonstrated by Ms. Dickens, Ms. Austen, and Ms. Shelley. Primary themes included their ease at adopting disciplinary and/or critical stances, their attempts to teach students strategies to evoke critical disciplinary strategies, and the challenges they had realizing codes that required agency. Factors that promoted their instruction were their curricular freedom, demonstration of critical disciplinary strategies, and their attempts at raising their students' social justice awareness. Factors that inhibited their instruction were the curricular incongruences that focused on "multicultural texts," their use of implicit instruction, and their propensity to discuss critical issues as history, recognize those excluded from texts, and provide social justice opportunities within their curriculum. In the following section, I delineate the implications for these findings, particular to secondary ELA teachers and teacher educators in English and literacy. I then propose suggestions for future research that further illuminates CDL practices within ELA and other disciplines.

Exploring a CDL Model

In 2008, the Shanahans brought forth a new model of literacy instruction which begins with basic literacy skills that include decoding and knowledge of high-frequency words, followed by intermediate literacy skills that require generic comprehension strategies, common word meanings, and basic fluency, and ends with disciplinary literacy which includes those literacy skills specific to the disciplines. Seven years later, Moje (2015) expanded upon the top tier of the Shanahans' model to better inform discipline-specific teaching practices. In increasingly larger concentric circles, Moje placed engage in the smallest circle, then elicit/engineer, examine, and evaluate to indicate their reliance on one another in apprenticing

students in disciplinary work. However, critical literacies are missing from the Shanahans' and Moje's models. Therefore, the question begs, where should it go? The purpose of this study was to help answer that question—to describe teachers' practices as they negotiated when and where critical literacies fit within their disciplinary demands. While the participants did experience various challenges, they also demonstrated successes that provide implications for further research and practice in CDL in secondary teaching and teacher education. This section will describe two main implications: (1) nuancing a new model of literacy that not only invites students into disciplinary communities but also critically evaluates them and (2) how this new model looks in English.

The CDL model of literacy

I propose a new model of literacy which grants students of all ages access to critical and disciplinary knowledge throughout all stages of their literacy development. Figure 7-3 describes the proposed model.

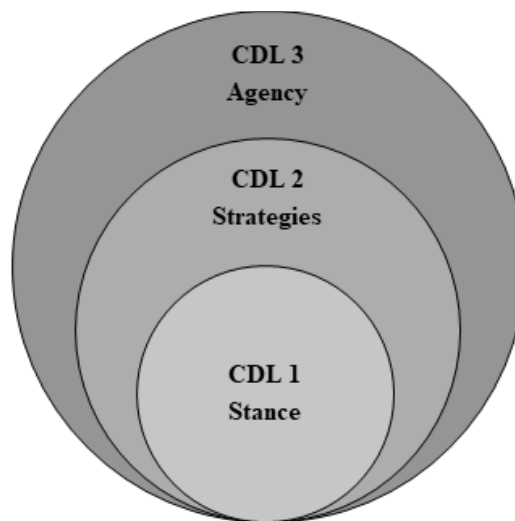


Figure 8.1 CDL literacy model: A model that encompasses each CDL tenet

Like Moje's 4Es model, the CDL model also implies success contingent upon the stance a teacher takes toward her discipline before an apprenticeship can begin. While disciplinary

literacy is dependent upon a teachers' expertise in her discipline (Shanahan & Shanahan, 2008; Rainey et al., 2018; Lampi & Reynolds, 2018a; 2018b), CDL is also dependent upon a teachers' understanding that disciplinary knowledge is socially constructed often by dominant ideologies (Dyches, 2018a; 2018b). However, one should not come before the other. If teachers have a critical disciplinary orientation toward texts, they can simultaneously bring both DL and CL together within their lessons. If teachers apprentice students to disciplines without deconstructing them for the political ideologies they carry, they risk perpetuating the status quo (Moses & Cobb, 2001). It's important to invite students into disciplinary communities, but it's also important that students know what they're being invited to. Therefore, having a critical stance toward the disciplines will guide them in producing and reconstructing disciplinary work rather than reproducing it. Because this study is specific to ELA, beginning with a critical disciplinary orientation toward texts depends on an understanding of what critical disciplinary work in ELA entails.

Using the CDL model in ELA

Central to this study and other discussions of disciplinary literacies within ELA is defining ELA as a discipline. English educators cannot provide students opportunities to do authentic ELA work if they do not know what that entails. Perpetually in flux, originally English was devoted to the study of rhetoric (Scholes, 2011) and was replaced by the study of literature. However, over the past century, scholars have lamented the fall of English along with all disciplines in the humanities due to our technologically advanced world and English scholars' reluctance to define themselves in terms of use (Scholes, 2011). Therefore, the study of literature has morphed into a study of text in a wide range of media (Scholes, 2011, p. xv) and writing instruction, according to Robertson and Taczak (2018) is currently an "un-discipline" and "often without expertise behind the delivery" (p. 186). In this way, some (i.e. Scholes, 2011) would

contend that disciplinary work includes the analysis or composition of texts. However, others argue that ELA teachers cannot possibly teach students the ways in which all disciplines analyze their texts as they lack content knowledge (Smagorinsky, 2015).

I contend that authentic ELA work is determined, not solely by the study of texts in various media but whether or not it is rooted in “real life” (Lent, 2016; Moje, 2015) questions the ELA community needs to answer. When Ms. Dickens had her students answer what Roderick suffered from and who was underrepresented in the art of the 1700s, these were questions of the medical and art community. Had Ms. Dickens expressed a purpose that supported students’ interpretation of *The Fall of the House of Usher*, it may have been considered ELA-specific work. Therefore, when Ms. Dickens explained that she had her students analyze and compose journal articles to answer the question “How can we determine and correct bias?” this was a legitimate question of the discipline. Because the elite typically had negative attitudes toward journalistic writing because it informed the masses (Scholes, 2011), this is especially considered ELA work.

As is often seen as subjective, the work of English resides in finding the truth. Scholes (1993) argues

This concern about getting things ‘right’ is an essential aspect of our academic discourse, without which we could not operate as we do. I see no reason why we should avoid thinking of it as a concern for “truth,” nor do I see how our study and teaching could continue without the fundamental assumption that some descriptions of things are better or worse than others, more or less accurate, more or less fair, more or less comprehensive, more or less clear. How could we do without judgements of this kind? (p. 169-170).

As Scholes explains, questions of the ELA discipline revolve around “truth” and “right.” However, texts are read through a variety of lenses or no lens at all (Reynolds & Rush, 2017). Reynolds & Rush (2017) also determined that literary “experts” spend much more time

interpreting texts to find truth rather than ending their investigation at comprehension. Whereas the analysis of literature is viewed as interpretive compared to the hard sciences that are perceived as more objective, the literary scholar, especially currently, seeks to study texts for equity and power (Brauer, 2018; NCTE, 2017). The National Council of Teachers of English (2017) recently included in their vision statement that its members will “apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them” (para. 1). Additionally, Pirie (1997) explains that the standards position literature as a sacred text rather than helping students answer how social, political, and economic factors work within texts. Without a critical examination of the social, political, and economic factors, “truth” eludes us. These absences in the standards reveal disciplinary limitations for social justice pedagogy as it limits opportunities for the inclusion of students’ experiences with questions about texts and power, “the very relations that English is uniquely positioned to help students study, understand, and challenge” (Brauer, 2018, p. 10).

While CDL requires an understanding of the authentic questions of the English discipline, Fischer (2018) warns against narrowing this focus. He explains, “One danger of existing disciplinary literacy scholarship is that it may maintain and perpetuate an emphasis on a narrow set of disciplinary areas, potentially reinforcing reductive ways of organizing teaching and learning” (p. 3). But he also worries that a lack of definitional precision works against the social justice potentials of disciplinary literacy. Fischer explains

If we are serious about sociocultural approaches to literacy development, the power of disciplinary structures cannot be ignored; because of their power and relative durability, we must question their creation and re-creation within school settings and their relation to other forms of valuable civic and social activity” (p. 4).

Ultimately, to deconstruct disciplinary knowledge, secondary ELA teachers must have an understanding of what constitutes disciplinary knowledge and the questions the discipline is

asking. In current times, questions of power and access are currently driving the English discipline forward (NCTE vision statement, 2019).

Implications for Teachers: Practical Applications of Stance, Strategies, and Agency

As teachers attempt to promote CDL, they need to approach their instruction from a critical disciplinary stance, explicitly teach students critical disciplinary strategies, and then have students produce work that promotes social justice. The following sections provide more detailed instructions. Figure 7.4 provides examples of the ways in which they can provide students CDL instruction in ELA.

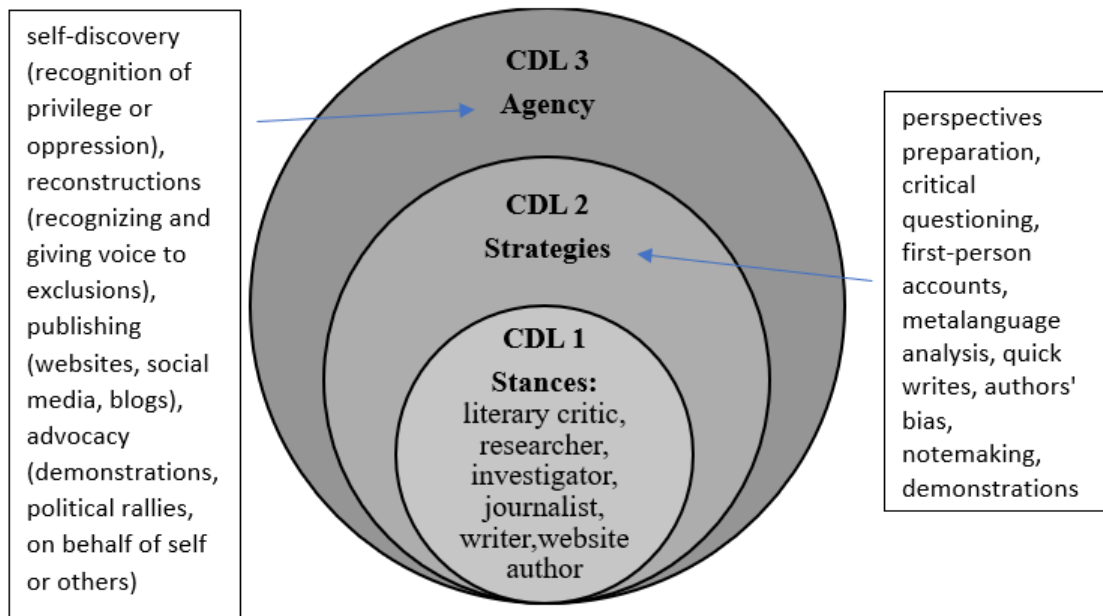


Figure 8.2 CDL model with examples for ELA teachers

Develop a Critical Disciplinary Stance

As evident within this study, if Ms. Dickens, Ms. Austen, and Ms. Shelley did not approach their instruction from a critical or disciplinary stance, CDL work did not follow. Therefore, to engage students as authors and literary critics who understand that all texts are representational, teachers must take on and model a critical disciplinary stance--meaning they

read in opposition to discipline-specific texts and challenge the author's purpose (Bean & Moni, 2003) in the manner of members of disciplinary communities (Shanahan & Shanahan, 2008). If English teachers do not take on the stance of authors and literary critics privy to critical evaluation, their instruction will stop short of modeling this stance their students. One way they can do this is to understand their own identities as teachers and to share that with their students. White teachers who teach primarily White students can discuss the privileges they are afforded and the ways in which they work to promote social justice. Another way teachers can establish a critical disciplinary stance is if they align themselves as members of their discipline (Shanahan & Shanahan, 2008). If English teachers do not feel that they have expertise in their discipline, then they may have trouble apprenticing their students. Finally, teachers can establish a critical disciplinary stance by having students investigate an author's background, their bias, and how they use inclusive and exclusive language rather than approaching text as authority. When teachers demonstrate a CDL stance, then they can begin the work of creating critical disciplinary strategies.

Model Strategies

Even though there may be no such thing as an "expert" within the ELA discipline (Scholes, 2011), ELA teachers must be the experts of the work they require of their students. However, experts do not always understand the strategies they use to do their work because it has always come so easy to them (Shanahan & Shanahan, 2008). Therefore, teachers must slow down, become metacognitive, and learn the strategies they use to become expert readers and writers. While there are some generalizable skills that pertain to all disciplines (Billmeyer & Barton, 1998; Fisher & Frey, 2016), generalized strategy instruction has not led to improved test scores on the latest National Assessment of Educational Progress (NAEP). Lent (2016) asserts that teachers should show students a variety of strategies that work "within your content" and

that teachers are responsible for helping students to read in their discipline (p. 32-33). Scholes (1998) declared “A discipline called English must help them prepare for unknown conditions. The best preparation we can give our students will be the highest level of competence as readers and writers, producers and consumers of the various texts they will encounter” (p. 154). Therefore, ELA teachers must understand the strategies they use to read, write, produce, and consume texts. In ELA, Rainey (2018) found that expert literary critics worked toward “literary cognition,” investigated “literary puzzles,” sought patterns, sought strangeness, and made claims in order to participate as members of their disciplinary community. Reynolds and Rush (2017) found that literary experts move beyond comprehension to interpretation of texts.

Teachers can also use their expertise to understand the ways in which they navigate complex language in order to apprentice their students. Brauer (2018) contends that teachers should invite students to consider task, purpose, and audience as text producers and to access and participate in a range of language communities. Students cannot be granted access to a disciplinary community unless they take up the language practices or discourses of that community (Gee, 1996). Not only do students need access to disciplinary discourses but strategies for analyzing the ways in which language perpetuates the status quo (Stevens & Bean, 2007). Luke (2000; 2018) recognizes how literacy instruction is often too focused on comprehension and argues for a model that includes critique and reconstruction. However, he claims that critical work cannot be done without the study of text language contexts and patterns. More professional development in language analysis strategies both to access and deconstruct disciplinary knowledge is warranted. No other strategies empower students better than those that grant them access to the power of language (Schleppegrell, 2004; Freire, 1970; Freire & Macedo, 1987).

Grant Agency

With all the curricular demands placed on teachers, having agency and granting agency are often left out as demonstrated as well within this study. While my participants felt compelled to raise their students' awareness of social justice issues, their instruction stopped short of granting agency. Moje and Hinchman (2004) explain, "There is value in learning mainstream forms of knowledge and generating new understandings of the world, informed by multiple perspectives and communicated via many different discursive practices" (p. 327), but that "It is not enough to bring cultural experiences into classrooms as a way of helping students connect more effectively to new ideas or as a way of engaging and motivating students" (p. 326). Dyches (2018a) specifically calls teachers to grant agency through reconstructions like restorying. She explains

These approaches involve restorying identity (utilizing racebending or queerbending—that is, changing a character's race/sexuality); place (changing the location); mode (manipulating the genre); perspective (providing a voice to persons from marginalized communities); metanarrative (using public platforms like Twitter to effect collective storytelling); and time (setting a story in a new time or place) (p. 543).

Rather than stopping short of action, English teachers could look for opportunities to promote social justice within and outside of the classroom. For example, they can "design social justice action projects wherein students discern the ways that they can impact their environments" (Boyd, 2017, p. 16). English teachers can also invite students to understand the power of words and the pleasures that come from procuring that power (Scholes, 2011, p. 48). By granting students agency to advocate and act, teachers provide students the opportunity to become agents of change (Dyches & Boyd, 2017). By navigating and revealing their stance, discovering authentic critical disciplinary strategies, and granting agency, secondary English teachers can successfully incorporate CDL within their classrooms.

Implications for Teacher Educators

Most colleges and universities now require either secondary English education majors or all secondary education majors to take a course entitled something like content area literacy (Fang 2014), which is often taught in a school of education by an instructor with an English background. Because disciplinary literacy, now privileged in such courses, pays particular attention to the unique literacies within each discipline, content area expertise is required. However, there seems to be a difference in the expertise of a future scientist and future science teacher, a historian and a history teacher, a mathematician and a mathematics teacher (Shanahan & Shanahan, 2008), and finally a literary critic or writer and an English teacher (Rainey, 2017). What is more, is the literacy educator may be none of these people. However, literacy professors are charged with helping preservice teachers expertly understand the literacies within their disciplines. To help remedy this problem, English professors can apprentice their students in critical disciplinary work in which they not only model a critical disciplinary stance but also transparently model the strategies they use to do the work of a literary critic. Furthermore, English professors can grant their students agency to reconstruct texts and promote social justice. These elements prepare preservice English teachers to understand the discipline-specific literacies that they will have to teach their students. Then the literacy professor can focus on teaching literacy pedagogy.

Literacy educators can guide preservice teachers' beliefs that literacy is a right (Plaut, 2007), that disciplines embody specific cultures (Moje, 2015) that use specific discourses (Fang & Schleppegrell, 2008; 2010; Gee, 1996), and that perpetuate the status quo (Dyches, 2018a; 2018b; Janks, 2012; 2013). Unfortunately, many teachers feel that their students are not capable of constructing or producing disciplinary work and instead grant their students access to basic literacy skills (Plaut, 2007). These classrooms then involve students reading for comprehension

and test preparation rather than an apprenticeship into discipline-specific careers. Literacy professors can then work with preservice teachers in exploring discipline-specific practices rather than adapting (Gillis, 2014) generalized content area reading strategies. While certain critical disciplinary strategies within this study were used (i.e. critical questioning, perspectives preparation, and Socratic seminar) to access disciplinary knowledge, literacy professors need more instruction in the ways in which language functions in discipline-specific ways (Luke, 2018). Finally, if literacy educators expect literacies to promote social justice, then they can provide their preservice content area teachers opportunities to promote social justice. If preservice English teachers have not used literacy to promote social justice, then they may not think it possible or necessary, especially depending on their students. While Ms. Dickens and Ms. Austen taught all White students, they focused on building awareness and stopping short of agency, whereas Ms. Shelley knew her students of color “lived” social justice and therefore didn’t need to promote it. If preservice teachers feel that they are capable of promoting social justice because they have had experience, they may also be more likely to offer their students these same experiences. To conclude this study, directions for future research will be discussed below.

Directions for Future Research

Disciplinary literacies research increasingly recognizes the dangers of perpetuating the status quo through apprenticing students into socially constructed disciplines (Dyches, 2018a; 2018b; Moje, 2015). Because disciplines are often constructed by dominant groups, as realized in the canon wars within ELA, granting students in minoritized groups access to the “classics” may provide them power in some respects but also excludes texts representative of their lived experiences. Fischer (2018) warns

If disciplinary literacy is to maintain value as a way of studying and promoting advanced literacy practices, especially at the secondary and postsecondary levels, it must explore how disciplinary ways of knowing are enmeshed in other systems of activity and how cognition, identities, genres, and motivations interact to create effective disciplinary action p. 12.

Therefore, Fisher encourages scholars and educators to not only uncover disciplinary knowledge but how that knowledge becomes action.

Furthermore, while current research by Rainey (2017), Reynolds and Rush (2017), and Lampi and Reynolds (2018) work to better understand disciplinary literacies within the English discipline, they do not approach their work from a critical stance but rather unpacking the differences between expert and novice readers and disciplinary practices. Disciplinary knowledge is not always valuable, honorable, and without agenda. Therefore, more research is warranted in how disciplinary knowledge, in English, work to perpetuate the status quo so that more students can dismantle it.

Additionally, the vast amount of ELA-specific critical literacies articles in Chapter Two demonstrated that many ELA teachers consider critical analysis as authentic work in the discipline. However, the paucity of CL articles within science, history, and mathematics in Chapter Two demonstrates an assumption that literature is open for critical analysis, but texts in science, history, and mathematics are less likely too biased and exclusive. Because all texts are representational, more critical research is warranted in other disciplines as well as they are all socially constructed practices. Peel (2017) claims “We must continue to push back against narrowing definitions of what counts as reading, and we must continue to support innovative teachers willing to challenge traditional notions of text” (p. 109). Therefore, more research in CDL is warranted as a method that may guide content area teachers as they not only improve

literacy instruction that helps students access their content but to challenge it and hopefully contribute to it.

Findings from this study determined that at its core CDL requires three elements of a teacher: stance, strategies, and agency. However, CDL is still a relatively new practice with studies in ELA (Dyches, 2018a; 2018b) and social studies (Dyches, under review). Future studies in how other disciplines critically analyze their disciplinary texts would add to the call of disciplinary and critical literacies researchers alike to provide students access to critique and evaluate texts (Dyches & Boyd, 2017; Moje, 2015; Stevens & Bean, 2007). By providing students an opportunity to perform critical disciplinary literacies, they not only gain knowledge but agency to advocate and promote social justice. This study maintains that because CDL are central to each discipline, investigations into the critical disciplinary strategies that secondary students “must master in order to identify, analyze, and ultimately disrupt the hegemonic practices imbued within” (Dyches, 2018b, p. 323) are imperative in continuing this work and empowering our students.

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APPENDIX A. IRB CONSENT LETTER



Institutional Review Board
Office for Responsible Research
Vice President for Research
2420 Lincoln Way, Suite 202
Ames, Iowa 50014
515 294-4566

Date: 09/28/2018

To: Wendy Barlow Anne Foegen

From: Office for Responsible Research

Title: Investigating Teachers' Performance and Perception of Critical Disciplinary Literacies.

IRB ID: 18-346

Submission Type: Initial Submission **Exemption Date:** 09/28/2018

The project referenced above has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b) because it meets the following federal requirements for exemption:

1: Research conducted in an established or commonly accepted educational setting; involving normal educational practices, such as (i) Research on regular and special education instructional strategies, or (ii) Research on the effectiveness or the comparison among instructional techniques, curricula, or classroom management methods. 2: Research involving use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior, unless (i) Information obtained is recorded in such a manner that human subjects can be identified, and (ii) Any disclosure of the human subjects' responses outside the research could reasonably place the subject at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

The determination of exemption means that:

- **You do not need to submit an application for annual continuing review.**
- **You must carry out the research as described in the IRB application.** Review by IRB staff is required prior to implementing modifications that may change the exempt status of the research. In general, review is required for any *modifications to the research procedures* (e.g., method of data collection, nature or scope of information to be collected, changes in confidentiality measures, etc.), modifications that result in the *inclusion of participants from vulnerable populations*, and/or any *change that may increase the risk or discomfort to participants*. The purpose of review is to determine if the project still meets the federal criteria for exemption

In addition, *changes to key personnel* must receive prior approval.

Detailed information about requirements for submission of modifications can be found on our [website](#). For modifications that require prior approval, an amendment to the most recent IRB application must be submitted in IRBManager. A determination of exemption or approval from the IRB must be granted before implementing the proposed changes.

Non-exempt research is subject to many regulatory requirements that must be addressed prior to implementation of the study. Conducting non-exempt research without IRB review and approval may constitute non-compliance with federal regulations and/or academic misconduct according to ISU policy.

Please note that you must submit all research involving human participants for review. **Only the IRB or its designees may make the determination of exemption**, even if you conduct a study in the future that is exactly like this study.

Please be aware that **approval from other entities may also be needed**. For example, access to data from private records (e.g., student, medical, or employment records, etc.) that are protected by FERPA, HIPAA or other confidentiality policies requires permission from the holders of those records. Similarly, for research conducted in institutions other than ISU (e.g., schools, other colleges or universities, medical facilities, companies, etc.), investigators must obtain permission from the institution(s) as required by their policies. **An IRB determination of exemption in no way implies or guarantees that permission from these other entities will be granted.**

Please be advised that your research study may be subject to **post-approval monitoring** by Iowa State University's Office for Responsible Research. In some cases, it may also be subject to formal audit or inspection by federal agencies and study sponsors.

Please don't hesitate to contact us if you have questions or concerns at 515-294-4566 or IRB@iastate.edu.
IRB 03/2018

APPENDIX B. LIST OF CDL ARTICLES AND DL/CL TENETS

APPENDIX C. tudy- DL/CL	Disc.	DL 1	DL 2	DL 3	DL 4	CL 1	CL 2	CL 3	CL 4	CL 5
1. Albers & Frederick (2013)-CL	ELA	x				x	x			x
2. Achugar & Carpenter (2014)-DL	SS	x	x	x	x	x		x		
3. Athanases & de Oliveira (2014)-DL	SS	x	x		x	x	x	x		
4. Carpenter, Achugar, Walter & Earhart (2015)-DL	SS	x	x	x	x	x	x	x		
5. Carpenter, Earhart, & Achugar (2014)-DL	SS	x	x	x	x	x		x		
6. Collin & Reich (2015)-DL	SS	x		x	x	x	x		x	x
7. Colwell & Reinking (2016)-DL	SS	x	x			x				
8. Damico, Baidon, Exter, & Guo (2009)-CL	SS	x	x		x	x				

Study-DL/CL	Disc.	DL 1	DL 2	DL 3	DL 4	CL 1	CL 2	CL 3	CL 4	CL 5
9. Doerr-Stevens (2016)-CL	ELA	x				x			x	x
10. Dorman (2012)-CL	SS	x	x	x		x			x	x
11. Dover (2016)-CL	ELA	x	x		x	x				x
12. Dunkerly-Bean, Bean & Alnajjar (2014)-DL	SS	x	x			x	x			x
13. Dyches Bissonnette & Glazier (2016)-CL	ELA	x	x	x	x	x	x		x	
14. Garcia, Mirra, Morrell, Martinez, & Scorza_2015-CL	INTER-DISC	x	x		x	x	x		x	x
15. Godley & Minnici (2008)-CL	ELA	x		x	x	x			x	
16. Hayik (2015)-CL	ELA	x			x	x	x		x	x
17. Johnson (2011)-CL	ELA	x			x	x	x		x	

Study-DL/CL	Disc.	DL 1	DL 2	DL 3	DL 4	CL 1	CL 2	CL 3	CL 4	CL 5
18. Kesler, Tinio, & Nolan (2016)-CL	INTER-DISC	x			x	x			x	
19. Leland, Ociepka, & Kuonen (2012)-CL	INTER-DISC	x			x	x			x	
20. Locke & Cleary (2011)-CL	ELA	x	x		x	x		x	x	
21. Lopez (2011)-CL	ELA	x				x	x		x	x
22. Manning (2016)-CL	ELA	x				x	x			
23. Nordheim, Pettersen, Flottorp, & Hjälmhult (2016)-CL	Science	x			x	x				
24. Perttula & Bertlesman (2017)-CL	ELA	x	x			x	x			
25. Scarbrough & Allen (2014)-CL	ELA	x				x	x			x
26. Simmons (2016)-CL	ELA	x			x	x		x	x	
27. Smith (2010)-CL	ELA	x				x			x	x

Study-DL/CL	Disc.	DL 1	DL 2	DL 3	DL 4	CL 1	CL 2	CL 3	CL 4	CL 5
28. Stevenson & Beck (2017)-CL	ELA	X	x		x	x	x		x	x
29. Tanner (2015)-CL	ELA	x				x	x		x	x
30. Turner (2012)-CL	ELA	x	x	x	x	x	x		x	x
31. Wilson-Lopez, Strong, & Sias (2017)-DL	Science	x	x		x	x				x

*Yellow shaded boxes indicate CDL 1: Critical analysis of discipline-specific text

*Green shaded boxes indicate CDL 2: Critical disciplinary strategies to acquire knowledge

*Blue shaded boxes indicate CDL 3: Authentic disciplinary texts to promote social justice

*Gray shaded boxes indicate absence of element

APPENDIX C. EMAIL TO STAKEHOLDERS

8/20/18

Dear (Stakeholder),

I am Wendy Barlow, a doctoral candidate at Iowa State University. I taught at Hoyt Middle School in Des Moines for six years and Southeast Polk High School for 8 years before resigning to finish my PhD in literacy education. I am contacting you today to ask if you can assist me in recruiting participants for my dissertation study.

I am proposing a study to conduct this fall, which analyzes how secondary (grades 6-12) ELA teachers perform and perceive a type of literacy instruction known as critical disciplinary literacies (CDL). CDL combines elements of disciplinary literacies and critical literacies and attempts to engage students as members of the discipline while at the same time examining the political and ideological nature of disciplinary knowledge. Therefore, I am looking for secondary ELA teachers who understand literacy practices in their discipline and who are interested in teaching for social justice.

This study would involve observing and audio recording 1-2 classes only one day per week from October-December. For these lessons, I can merely observe the participant's literacy instruction or work collaboratively on creating lessons that reflect critical disciplinary literacies. I will also record interviews and conversations we have before and after the lessons.

As a participant/observer and licensed teacher, I am happy to help in the classroom and possibly co-teach if preferred, but I am not collecting student data at all; my only data will come from my observation notes, participant lesson plans, and audio transcriptions of the discussions the teacher and I will have regarding CDL. Because of my teaching experience and education, I feel I would be a great asset as the participant would get an instructional mentor for free. I would also be willing to make a presentation for your staff on CDL and my research, so that they can perhaps think of ways for their students to examine the political nature of disciplinary knowledge. I promise my research will be minimally invasive and disruptive to participants' teaching goals and may actually help them construct lesson plans which attain curricular and critical goals simultaneously.

If you know of anyone who would be interested in participating in my study, please share their contact information with me at barlowwe@gmail.com. I really appreciate you taking time to read my request at this extremely busy time of year. As you probably know, it is difficult to find participants for research studies, but I truly believe effective literacy instruction is the heart and soul of a school. Thank you, and I look forward to hearing from you.

Best,

Wendy Barlow

APPENDIX D. EMAIL TO POTENTIAL PARTICIPANTS

Date:

Dear (potential participant),

I am Wendy Barlow, a doctoral candidate at Iowa State University. I taught at Hoyt Middle School in Des Moines for six years and Southeast Polk High School for 8 years before resigning to finish my PhD in literacy education. I am contacting you today, because I am looking for secondary (grades 6-12) English Language Arts teachers to be participants in my dissertation study.

I am proposing a study to conduct this fall, which analyzes how secondary ELA teachers perform and perceive a type of literacy instruction known as critical disciplinary literacies (CDL). CDL combines elements of disciplinary literacies and critical literacies and attempts to engage students as members of the discipline while at the same time examining the political and ideological nature of disciplinary knowledge.

To understand your performance and perception of CDL, I would like to observe and audio record 1-2 of your classes one day per week from October-December. After the observations, I will interview your thoughts and reflections. If you are interested, I am willing to design a lesson rich in CDL to teach to your students (or co-teach with you). I will not be collecting student data for this study, as my study focuses only on the teacher.

Because of my teaching experience and education, I can provide you support for incorporating CDL in ways that will actually work in your classroom, without feeling the burden of adding another “thing” to your already busy schedule. I am also offering a \$50 gift card to Barnes & Noble to thank you for participating in my study. Finally, you will be part of a progressive form of literacy instruction which promotes social justice. I really appreciate you taking time to read my request at this extremely busy time of year. As you probably know, it is difficult to find participants for research studies, but I truly believe effective literacy instruction is the heart and soul of a school. Thank you, and I look forward to hearing from you.

Best,

Wendy Barlow

APPENDIX E. INTERVIEW QUESTIONS

Introductory Interview Questions

- 1) What successes and challenges do you experience in your literacy instruction?
- 2) What literacy skills and strategies are necessary in doing successful English work?
- 3) How do you approach sensitive issues like race and gender within your classroom or curriculum?

Post-Observation Interview Questions

- 1) How did you use disciplinary literacies in your lesson?
- 2) How did you use critical literacies in your lesson?
- 3) How did disciplinary and critical literacies work together in your lesson?
- 4) What factors promoted or inhibited your teaching of critical disciplinary literacies?

Final Interview Questions

- 1) Have you continued to incorporate disciplinary literacies since the conclusion of my study? If so, how?
- 2) Have you continued to incorporate critical literacies since the conclusion of my study? If so, how?
- 3) Have you continued to use CDL since the conclusion of my study? If so, how?
- 4) If you still use DL, CL, or CDL, what factors continue to promote or inhibit your use of CDL?
- 5) Do you envision implementing CDL instruction in your future instruction? If so, how?

APPENDIX F. OBSERVATION PROTOCOL

Participant _____ Date _____

Literacy Incident	Code(s)	Meaning	Time:
1.			
2.			
3.			
4.			
5.			
6.			

APPENDIX G. ANALYTICAL CODES

Literacy Characteristics	Code
Engage (teacher refers to the disciplines, refers to students as disciplinarians, students do work authentic work of the disciplines)	Engage
Elicit/Engineer (teacher provides content area reading strategies or discipline-specific strategies to guide students' comprehension of texts)	E/E
Examine (teacher provides opportunity for disciplinary language analysis)	Exam
Evaluate (teacher provides opportunity to critique and evaluate disciplinary knowledge)	Eval
Text as representational (teacher refers to texts as representational of political and dominant ideologies)	TR

Literacy Characteristics	Code
Classroom is a democratic environment (teacher provides a classroom environment where difficult or controversial topics such as race and gender are discussed and opinions are respected)	DE
Metalinguage analysis (teacher provides a structured analysis of how language depicts political and ideological meaning)	MA
Cycles of deconstruction/reconstruction (teacher provides the opportunity to deconstruct a text which problematizes specific social issues and the opportunity to reconstruct it)	D/R
Literacy to enact social justice (teacher ensures that critical analysis of text occurs to enact social justice)	SJ
Choosing and critiquing the representational knowledge of disciplinary texts (teacher discusses how discipline-specific texts and knowledge are representational and therefore need to be critically analyzed)	TR/CA

Literacy Characteristics	Code
Exploring critical and discipline-specific strategies to acquire and critique knowledge (teacher provides critical and discipline-specific strategies to guide students in navigating and comprehending discipline-specific texts)	DLS/CLS
Modelling how to reconstruct disciplinary knowledge through the production of authentic artifacts for the sake of social justice (teacher provides students the opportunity to reconstruct disciplinary knowledge for the purpose of social justice)	D/R-SJ

APPENDIX H. MS. SHELLEY'S SOCRATIC SEMINAR QUESTIONS

***The Kite Runner* by Khaled Hosseini Socratic Seminar Questions**

*Please respond to the following questions in preparation for the Socratic Seminar. You may use extra pieces of notebook paper. **Do not forget to include textual evidence and reasoning!** During the seminar, you may also use any other notes and a copy of the novel. All will be turned in immediately after the seminar on **Tuesday, February 26th**.*

1. Describe Amir's character. Is it complicated? What are his admirable qualities? Not so admirable qualities? How does he evolve or develop from the beginning of the novel until the last chapter?
2. In your opinion, what character(s) and/or event(s) had the most impact on Amir and his overall development? Why? **OR** what character and/or event had the most impact on **YOU**?
3. Discuss a major theme/message/universal meaning in *The Kite Runner*. Give examples of how that universal meaning is portrayed in the novel and how it can be applied to life.
4. How are Muslims portrayed in this novel? How does that help or hurt our relationships with Muslim people? Why did Hosseini decide to portray Muslim people as negative? Who is his audience?
5. We discussed power struggles in the novel and in life during a recent lesson. Can power exist without struggle and without inequality? How does this relate to *The Kite Runner*? How does it relate to current issues of power and inequality in our society and in your personal experiences?
6. Please come up with your own discussion question and answer it below:

***The Joy Luck Club* by Amy Tan Socratic Seminar Questions**

*Please respond to the following questions in preparation for the Socratic Seminar. You may use extra pieces of notebook paper. **Do not forget to include textual evidence and reasoning!** During the seminar, you may also use your **reading analysis guide**, biography notes about the author, and a copy of the novel. All will be turned in immediately after the seminar on **Monday, April 15th**.*

1. Suyuan Woo is the only member of *The Joy Luck Club* who does not have her own voice in this book—she died a few months before the story begins. Why do you think the author made that choice? Why is it significant that her daughter is the main narrator, and that it is the story of her lost daughters in Kweilin that serve as a beginning and end to the book?
2. What are your thoughts on the structure of *The Joy Luck Club*? It is not a traditional novel told by one narrator, but the stories are very intricately connected. How did that affect your reading experience? What were some of the differences you noticed in the way that you read this book as opposed to other novels or collections of stories?
3. Discuss a major theme/message/universal meaning in *The Joy Luck Club*. Give examples of how that universal meaning is portrayed in the novel and how it can be applied to life.
4. When she is young, Waverly Jong is a chess prodigy. It is a common conception in the United States that young Asian children are more driven than their peers and more likely to excel because their parents demand more of them. However, it is Waverly's mother who influences Waverly to quit chess, due to a hurtful argument. What do you think of mother and daughter's reactions to this event? Find other examples that **challenge American stereotypes of Chinese culture in *The Joy Luck Club***.
5. In the novel, what power struggles do you see regarding ideologies? Or, how do the mothers/daughters respond to dominant ideologies after immigrating to the U.S./being raised as Asian-American? The American dominant ideologies could be whiteness, patriarchy, etc. Do the characters try to assimilate, or not? Explain.
6. Please come up with your own discussion question and answer it below.